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ABSTRACT

Options was a two-year research and curriculum design project conducted at Dartmouth College (New Hampshire) under a grant for the Women's Educational Equity Act Program Staff. The project completed the following: assessment of career-related perceptions and self-defined needs of rural young people in five different rural regions (Northern New England, Oregon, Tennessee, Nebraska, and New Mexico); design, field-testing, and revision of a curriculum focused on the general needs of rural students and the specific circumstances of youth in the rural Northeast; adaptation of the original course to specific circumstances in each of four other regions; field-testing of the adapted curricula in schools located in the four regions outside the Northeast; evaluation of the original and adapted curricula through a pre-post testing procedure; and development of a manual to facilitate the adaptation of regional curricula to specific circumstances of other localities. The Survey of Occupational Career Interests was used to survey 248 females and 191 males for purposes of developing the initial curriculum in the first year. The adapted version, Profile of Occupational Interests, was used in the second year to survey 953 males and 952 females. The four field test sites were divided into control and experimental groups (those receiving elaborate support services and those who did not). Evaluation indicated the development team/nondevelopment team variable was not significant but that student change was significantly more positive in the experimental classes. (JC)

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OPTIONS PROJECT

FINAL REPORT
AUGUST, 1978
HANOVER, NEW HAMPSHIRE

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OPTIONS:

A CAREER DEVELOPMENT PROJECT
FOR
RURAL HIGH SCHOOL STUDENTS

FINAL REPORT

DARTMOUTH COLLEGE
Department of Education
Hanover, New Hampshire
Project Director: Faith Dunne

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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PREFACE

'Options': A Career Development Project for Rural High School Students was a two-year research and curriculum design project conducted at Dartmouth College in Hanover, New Hampshire, under a grant from the Women's Educational Equity Act Program Staff of the U.S. Office of Education. Between September, 1976 and August, 1978, the Project completed several tasks:

1. The assessment of career-related perceptions and self-defined needs of rural young people in five very different rural regions of the United States.
2. The design, field-testing and revision of a curriculum, 'Options': A Career Development Curriculum for Rural High School Students, focussed on the general needs of rural students and the specific circumstances of young people in the rural Northeast.
3. The adaptation of the original course to the specific circumstances of each of four other regions of the country: the Midwest, the Southwest, the Appalachian South, and the Northwest.
4. The field-testing of the adapted curricula in schools located in those four regions.
5. The evaluation of the original and adapted curricula through a pre-post testing procedure.
6. The development of a manual which will facilitate the adaptation of the regional curricula to the specific circumstances of individual states or localities.

This Final Report is a detailed description of what we did and how we did it. It tells what we set out to do, what obstacles and problems we encountered along the way and how we tried (successfully and unsuccessfully) to resolve them. The results of our data analysis, both the pre-post evaluation of the curricula and the needs assessment, are under separate cover. This report is intended to serve not only as a fulfillment of our obligation to the Women's Program Staff, but also as a guide to those attempting to organize similar projects, and as a source of information to those interested in rural curriculum design and evaluation. If it helps some future rural women's projects to enjoy our successes without suffering our pitfalls, it will have served its purpose.

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Many people provided the necessary time, energy, counsel, and facilities which made possible the successful completion of the 'Options' Project. The Project Director would like to extend particular thanks to Joan Duval, Director of the Women's Educational Equity Act Program, who gave us her unflagging support, to the Project Staff who kept the whole show moving, and to the consultants, site coordinators, teachers and students who helped us with research, curriculum development, evaluation and revision.

In addition, the staff members who helped to prepare this Final Report deserve special gratitude:

Janet Bailey, Associate Director
Jan Strohbehn Bent, Research Assistant
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Joyce Weingart, Curriculum Assistant

Faith Dunne

Faith Dunne
Project Director

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PROJECT OVERVIEW

Rationale

Substantial evidence exists that rural youth perceive for themselves few and limited options. According to Edington (1971), their educational and occupational aspirations tend to be low and are generally limited to roles that are both visible and consistent with their socio-economic background. Since, as Taylor and Jones (1963) point out, there is a limited range of occupational types in most rural areas (primarily blue-collar workers), there is little in the rural high school student's social context to encourage him or her to raise educational sights, or to think inventively about the future.

Rural young people face a real dilemma. As the number of people needed for land-based occupations dwindles, the traditional rural life style breaks down. And it is not clear--to rural youth or to anyone else--what will come to replace it. Opportunities and choices in the country are limited and often limiting. But the "better opportunities" offered by city life are not necessarily available to the untrained rural youth, and to many of them the prospect of city life is far more unattractive than the prospect of low-level and underpaid work in the country. Thus, young rural people often feel trapped in their own home areas.

This unappealing picture is true for rural young people in general. But it is especially true in its effects on many rural young women. Non-college-bound girls graduating from rural high schools tend to see themselves as future wives and mothers, without life plans that take them beyond a few months at an unskilled job. Guidance counselors find great difficulty in getting such girls to make any kinds of plans, occupational or otherwise. "They've bought into 'happily ever after,'" one guidance counselor says, "And it will take more than advice to make them buy out."

For many, however, "happily ever after" is not a solution. Rural women, like their metropolitan counterparts, must frequently face family problems, divorce, forced reentry into the labor market, and other such disruptions. Today, many rural women must work to augment the family income in order to make ends meet, or at least to enable the rural family to fulfill new expectations raised by television and a nationally rising standard of living. In Northern New England, one woman in three with preschool age children is in the labor market. Further, one in six is the head of a household. Clearly, "happily ever after" does not universally obtain.

We had little reason to believe that most of these women, or those who will follow them, had planned for themselves satisfying and flexible lives. As Kenneth B. Hoyt has said, "The growing presence of women in the work force has been adequately reflected in neither the educational nor career options typically pictured for girls enrolled in our educational system" (Hoyt, 1974, p. 3). In rural areas, the growing need for women to manage their own lives has been no better reflected in their school experience.

The Options Project addressed itself directly to these compounded problems of non-college-bound young women in rural areas who have restricted job options and a narrow range of role models. In the first year of the Project, we focused on two specific areas of need: The need for research on career[*] perceptions and life aspirations of young rural women, and the need for a curriculum based directly on the results of that research which would enable these same young women to view their own futures realistically and to plan for meaningful and productive lives.

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[*] We use "Career" here in its broadest sense, as defined by Kenneth Hoyt: "the totality of work one does in his or her lifetime" (Hoyt, 1973-74).

The need for research on life aspirations and career perceptions among rural young women is indisputable. As the National Advisory Council on Women's Educational Programs reports, "Lack of specific program concern for the educational needs of rural women is matched by--and thus obscured by--a lack of concern in data gathering. Public statistics with specific categories for rural women are virtually non-existent" (1977, p. 11). Our careful study of the literature produced equally little specific investigation into the life possibilities of young rural women. There are some interesting studies on career education in small schools, and general studies of occupational aspirations and educational expectations among rural youth, but the research does not focus on the needs of non-college-bound rural women, although that group suffers keenly from high unemployment, low pay scales, and poor problem solving skills.

Similarly, the little career development curriculum work that has been done for rural areas has been focused primarily on job oriented materials for boys. An extensive ERIC search revealed only one curriculum development project directly relevant to rural girls--"Project Women in a Man's World"--and their main effort was to encourage high school girls to seek traditionally male jobs.

We thought it necessary to design curriculum materials for these non-college-bound rural high school women, materials powerful enough and attractive enough to break down the strongly held "happily ever after" myth. It was our intent to enable these young women to perceive life choices, both within and outside the traditional rural family structure. But we were equally determined not to lose sight of the power of rural values, which have dominated and enriched the lives of Americans for many generations. While teaching young women to see and make choices for themselves, we wanted to avoid teaching them to feel contempt for their mothers or their peers.

We felt that a flexible, process-oriented, reality-based curriculum, informed by data about the girls' own perceptions of themselves, could be useful to guidance counselors, home economics teachers, health teachers, and social studies teachers, now struggling to motivate high school girls to plan their lives.

The First Year: 1976-1977

During the first year we developed and administered a career development needs assessment questionnaire to 439 rural high school students. Using these data, we worked with rural high school teachers, human service professionals, rural non-college women, and high school students, in designing and field testing a four part curriculum suitable for infusion into a home economics or social science high school course. The curriculum had been deliberately tailored to young rural women in Northern New England. We had found that rural high school students have a rather narrow view of their own world; they find it difficult to identify with problems and experiences outside their own communities. Since we ask them to deal with sensitive and difficult issues in the curriculum, we thought it best to keep the context familiar and the materials very close to home.

As a whole, our curriculum rests on several assumptions. First, we believe that a knowledge of reality, even if harsh, is better than rosy ignorance. Second, we believe that information and skills give a woman a degree of control over her destiny, and that control is better than dependence on the whims of fate. Third, we believe that skills and application of skills provide a more worthwhile career development experience than exposure to a series of concrete job options. Finally, we believe that young women can benefit from a classroom experience of this nature.

By June 1977 the four-unit curriculum had been field tested and evaluated in nine New Hampshire and Vermont schools. Classroom teacher feedback, comprehensive observation analyses, and pre-post testing data was used for the final revision of the New England Options Curriculum, and was completed during the summer of 1977.

The Second Year: 1977-1978

The primary goal of the second year was to produce a curriculum and a curriculum adaptation process that would enable educators in other rural areas of the country to adapt our efforts to their student population. In addition, we planned to substantially expand our data base on the career development needs of rural young people by revising and administering our needs assessment questionnaires to young people in rural areas outside of New England.

To accomplish these goals the project established four field test sites representing significant regions of the country, outside of New England. The model for operation included adaptation of the New England version of the Options Curriculum, in all four regions, by local adaptation teams composed of area teachers. The regionally adapted curriculum would then be field tested in local schools in two similar but distinct manners. At two sites, the field test model would be the same as was used during the Project's first year. Field testing teachers would receive support services from a site coordinator (who would be hired and trained by the Project staff), participate in two training workshops, pre-post test their classes (including the use of control classes) and complete daily feedback or evaluation forms as they taught the curriculum. The other two sites would also have teachers field testing the curriculum, only without the support services, i.e., they would not have routine classroom visits, would not participate in training workshops, and would not complete feedback forms, which are a subtle form of support. These teachers would be asked to pre- and post-test their classes and would be asked to report their recommendations for revisions once they had taught the course.

This design allowed for the curriculum adaptation and field testing in the desired number of regions and allowed us to determine whether or not the success of the curriculum was due in part to our somewhat elaborate and expensive support model. Assuming that the second year data across four regions showed significant positive results, we would then have a curriculum adapted for use in five significant regions which could be transported, locally adapted, and used without costly external support.

During the two years of its existence, the Options Project was based at Dartmouth College, Hanover, New Hampshire. During that time, the College provided office space and equipment. The Options Project staff had access to the references of the one million volume College Baker Library, and the excellent computer system housed at Kiewit Computation Center.

In addition to the physical services, Dartmouth also provided many experts in several fields who were of help to the Project. These "consultants" ranged from computer personnel to the comptroller's office to personnel administration and many other departments.

During both Year I and Year II of the Options Project, the core staff positions remained constant. A list of central staff members, their titles and job responsibilities can be found in Appendix A.

Unanticipated Problems

1. Staffing

The makeup of the Project's staff for the first year included four low income rural adult women who were hired through the use of CETA funds. All four women had assumed careers of wife and/or mother but had been required to reenter the job market. Hiring and training these women was intended to fulfill two purposes: first, to have active representation of the Project's "target population" on the curriculum development team to ensure that the goals and objectives of the team were both realistic and appropriate; and second, to provide four local women with an opportunity for training which would allow them to better plan for future careers.

All four women were hired in early October 1976 when the Project was still getting established. Several factors led to the fact that by May, only one of the original four women was still employed by Options. The women were hired before the Project was prepared to deal with the responsibility of four relatively unskilled workers who needed to be trained before they could be used productively. At the time of hiring, the rest of the staff was still sorting out roles and responsibilities and a suitable training program was never adequately designed. One woman designed a job for herself, organized around her skills. She was rehired, through regular funds, as a staff member for the second year. It is more to her credit than the Project's that she fulfilled a useful function during the two years of operation.

2. The Curriculum Development Process

Originally, we had hoped that the curriculum development team (Year I) could produce the finished curriculum. Over time, we realized that only a few team members had the skills required to pull the various pieces together into a coherent curriculum. Consequently, while the whole team contributed in the developmental stages, the final design and writing were actually done by four people: the Project Director, the Curriculum Director, the Project Assistant Director, and the Curriculum Assistant (one of the adult members of the target population). Neither teaching nor curriculum writing experience appeared to be the determining variable here, since two of these four writers had no previous experience in either area.

The curriculum development process as well as the composition of the development team is described in full in the curriculum section of this report.

3. Site Problems

When the idea of replication sites across the country was first proposed, the general reaction was that it was likely to be a disaster. Major concern was expressed that the Project would lose control of its materials, of the testing process, and of the training procedures. In anticipation of the many potential problems surrounding distant replication sites, we invested a great deal of time and thought in choosing, training, and orientation of our site coordinators. It was clear from the models of operation we had designed, that the key to the success or failure of a site was the competency of the site coordinator.

We had significant problems in only one of the four sites, and these problems seemed to stem from misunderstanding on the part of the site coordinator. The first problem concerned the population characteristics of one of the schools invited to participate. When the Project's Traveling Team (Associate Director and Training Coordinator) did their first on-site visit and traveled to some of the schools, it was evident that at least one of the identified schools was primarily suburban in orientation, not rural. The school was located in a planned community, parents of students were employed primarily in management or professional positions, and the vast majority of students were college bound. Arrangements were made, with the agreement of the teacher involved, to include the school and to involve one class, characteristic of the target population, as a control group.

The second problem concerned a misunderstanding about how much teachers were to be paid. This was the hardest problem to deal with since the "easy" solution would have involved approving different pay scales among sites for comparable work done--a solution not acceptable to the Project staff. The site coordinator informed her teachers that she had been in error. The Project staff, interested in retaining the cooperation of the teachers, decided to provide them with an opportunity to earn some of the money they had been led to believe was owed to them, while performing a useful service to the Project. All development team teachers (all sites) were asked to write a process evaluation and all were paid a standard consulting fee for their work.

The last problem related to the quality and consistency of work submitted by the site's adaptation team. Most of the "adaptations" were in fact editorial suggestions rather than regional references and several curriculum pieces which needed adaptation had to be returned to the team, because they had overlooked the need for change, and had left the piece untouched.

Overall, the field test sites functioned smoothly, productively, and to the credit of the respective site coordinators and the teachers they chose to participate. Although the three problems described seemed critical when they occurred, in retrospect, it is clear that the sites ran remarkably well. All teachers recruited to field test the curriculum in experimental classes did so. We were able, through site coordinators, to recruit sufficient numbers and varieties of control classrooms. The curriculum was adapted for the different regions and was revised and improved in the process. In addition, great quantities of useful data were collected on rural youth, data which could not have so easily and relatively inexpensively been gathered had it not been for our field test sites.

4. The Focus on Women

Perhaps the greatest problem the Project faced was trying to find the balance between the intent of creating curriculum materials which would address the needs of rural women and the need to make those materials appropriate for use in coeducational classes. In its first draft, the Options curriculum was about rural women; all the case materials and all the examples depicted rural women and their lives. In addition, the materials were written for young women. Activities attempted to get the students to relate to the materials; to identify with the women being portrayed.

We were alert to the fact that the materials would be used in coeducational classes. The following paragraph, from the General Introduction to the Curriculum, written prior to the initial field testing in Year I was the first attempt at addressing the conflict:

> Although this curriculum focuses on women, we feel that it is critically important for young men as well. First, most of the skills we teach are important to either sex--both women and

> men need to know how to make good decisions, how to plan their lives, how to deal with a difficult job market. Second, it is crucial that young men be as aware as young women of the problems which beset family life in rural America today. As workers, they must be sensitive to the destructive influences of sex stereotyping. As husbands, they must help forge new ways of household management and child rearing in an economy which increasingly requires married women to work. Finally, we believe that this curriculum will make both men and women more able to communicate with one another about problems and issues in daily life, especially in that large portion of daily life devoted to work or interpersonal relationships. No young woman, however well-informed or highly skilled, can work out family problems with an unwilling male partner. But young women and young men together, armed with the same body of information and skills, can begin to work out their problems together. This is the central task of our curriculum.

The first year experimental teachers (four of whom had helped to develop the materials) had no objection to the focus on women but made it clear that certain changes would have to be made to make it appropriate for their coeducational classes. Those changes were incorporated into the curriculum during the summer 1977 revision process. At that time, for example, the title of Unit I was changed from Being a Woman to Understanding Women in Our Area. In several cases, alternate activities for boys were written into the lesson plans. The case materials remained relatively untouched; however, they still portrayed rural women in various situations, facing various problems or life events.

During the site adaptation process in the fall of the second year, the issue of the focus on women was raised again. Teachers with no prior involvement with the materials and with boys in their classes wondered if the materials, as revised, did not preclude full involvement of male students. They understood that the materials, as designed and written, were important and useful to boys as well as girls. But they felt that the resistance the materials would create among the boys would negate most of the potential usefulness.

As the site adaptations were reviewed and incorporated so were some suggestions for male-related changes. For the first time case materials depicted male protagonists and some activities were modified to include comparisons of male and female characteristics or situations. Additional notes were added to the Teacher's Guide, describing ways of further involving boys in the activities.

During the site field testing process (winter 1978) a new group of teachers were exposed to the materials. The new group, in addition to several who had worked on adapting the materials in the fall, recommended that we further address the issue of coeducational classes. There were no recommendations that we drop the focus on women and write the curriculum for and about rural people. The request was to make a few more revisions in order to encourage, rather than discourage participation by boys. (A complete description of the curriculum revision process can be found in the curriculum section of this report.)

Prior to beginning the final revisions, the Project staff addressed, for the last time, the issue of the curriculum's focus on women. Materials in the first three units had been revised to present no barriers to use in coeducational classes. Unit IV, once called Women's Lives and Careers, now titled The Juggling Act: Lives and Careers, was our last serious concern. It is based on four case studies, all about women, designed to expose students to a range of situations in which work is central, and to provide them with information which will permit them to make informed decisions about their own lives. The following quote from the Introduction to Unit IV portrays the Project's final stance on the focus on women:

> This unit includes four case studies, each of which has a woman as the central character. There are several reasons for this. First, the curriculum as a whole is intended to highlight

some of the problems women face and some approaches to resolving those problems. Second, women in our society often have difficulty integrating work with the rest of their responsibilities, so that cases which focus on working women can include a wider variety of issues and situations. Third, rural high school students, both male and female, are unlikely to consider women's career problems if they are not pushed to do so. Since working women are an increasingly significant part of the rural population, it is important that we push them.

The Role of Curriculum in Women's Educational Equity

Now, at the conclusion of the second year, we have clear and useful data on the short term efficacy of our curriculum in terms of typical classroom evaluation measures. But it is still difficult for us to assess the long-range effects of our work on the lives of students. Attempting to design curriculum which uses a classroom setting to address real problems of real lives is always a risky business. When that curriculum confronts deep-seated attitudes and when it challenges long-held assumptions, the effort sometimes seems positively foolhardy. Our student population has had fourteen to eighteen years to build images of a future life and to develop stereotypes of male and female roles. Further, most have not yet had life experiences which would lead them to question their happy assumptions. A nine-week intervention is obviously going to be limited in its effects.

These problems are endemic to curricular approaches to women's equity; they are not restricted to our project. What then are the prospects for curriculum as an approach to improving women's capacities to manage their own lives?

On first appraisal, the prospects do not look good. Those of us who want to use curriculum as an approach to women's equity must come to grips with its limitations. First, there are limits of time. An eighteen-week curriculum might have more impact than a nine-week one, and a full year might have still more, but any length of time that could reasonably be justified within the limits of formal schooling would be inadequate in the context of the socialization patterns of a lifetime. It is our sense, in fact, that our curriculum is about the right length--it may only introduce the issues, but we have no reason to believe that sufficient additional learning would be gained by belaboring our points.

A second limitation on curriculum, especially in the secondary school context, is the attitude of students towards what they learn in school. To most students, especially the non-college-bound population, school is essentially an artificial experience, a kind of holding pattern unrelated to real life. Many of the young women in our field test classrooms came to respond to case studies and simulation experiences in ways that their teachers construed as more "rational" than before--saying, for example, that a girl in a particular case would be better off acquiring some marketable skills before she married. But as Graduation Day approached, many of the same girls began to sprout diamond chip rings on their left hands, and to plan for a short-term job on the cash register at the local supermarket, in preparation for an August wedding and (they hoped) permanent retirement from the world of work. It is not that they did not understand our materials, or even that they did not recognize the protagonists of our cases as "girls like us." But they are accustomed to separating school learning from their real lives, and it is very difficult to get them to make that connection.

It is particularly difficult to get students to make connections between school learning and life if the school learning violates expectations and desires. Most of what is learned in school is either neutral in the student's eyes (e.g., the facts of the Revolutionary War) or attractive in its prospective application to reality (e.g., how to bake bread, how to fill out a job application). We, on the other hand, had prepared materials deliberately designed to distress students, to force them to confront realistic problems and to make the effort to deal with them in systematic ways. Students, like the rest of us, don't like to anticipate a problematic future. Thus, there is a built-in resistance to making connections between what we were asking them to do and what they wanted to foresee for themselves. In one class a girl, who had recently discovered she was pregnant, had gotten married, and had moved into an apartment with her new husband, found herself at a loss when asked to describe an important decision she had made within the last year. This, of course, is denial in a rather pure form, but it underscores the problems we had in getting our students to recognize the salience of what we were asking them to do.

A final, obvious limit of curriculum is that it is a simulation, inevitably inadequate by contrast to the reality it models. For example, the way to teach a group of young people that it is very difficult to manage to live on welfare in New Hampshire is to send them out to do so for six months. This is obviously impractical in a public school curriculum. So we tried to get at the issue by creating a case of a woman who had to support a family of three on a welfare budget, and then asking the students to find ways, on paper, to make her meager allotment adequate. This activity had a sobering effect on a number of students, but in most important ways it remained an academic exercise.

If the potential efficacy of curriculum as a means of teaching women to address their problems is so slight, an inevitable question arises: Why bother? We see several reasons.

First, curriculum has an important mutually reinforcing relationship with the broader social effort to achieve equity for women. In cities and suburbs, the general climate for women has improved significantly over the last ten years, and has gradually begun to affect people in the country. While the jargon of Women's Liberation tends to be rejected in rural areas, the attitudes which have accompanied the new feminism are beginning to be seen by rural women as applicable to their needs. If the school employs a curriculum which reflects a more open and flexible approach to the needs of women, especially in an overtly rural context, these views gain legitimacy. It is paradoxical, perhaps, but the same young women who separate their school learning from their life action still see what they learn in school as having a special validity and credibility, particularly if these views are congruent with what they learn from an increasingly pervasive national media.

A second reason for using curriculum as one tool for the achievement of women's equity is what we have come to call "inoculation." We are fully aware that many of our students do not for a moment believe that they will encounter the problems our curriculum presents. But we also think that practice in ways of dealing with these issues may develop skills which students will be able to retrieve and use when, and if, they do confront these problems later in their lives. This assumption is, perhaps, naive, but it is the basis on which a great deal of curriculum (e.g., Family Life, American Problems) is mounted.

A third reason for using curriculum, especially in rural schools, is that it provides an opportunity to expose young people to alternative ways of approaching problems and decisions. Rural settings tend to be homogeneous and its citizenry somewhat monolithic in their approaches to problem solving. It becomes an important function of the school, then, to make young people aware that other life strategies exist.

This is particularly important to young rural women, who have very limited perceptions of what is possible for them, and the narrowest range of role models. As we learned from our Needs Assessment survey, the non-college-bound girl thinks of herself in extremely rigid, stereotypic terms--more so than her college bound peers, even more so than her male counterpart. This means that she is unlikely to seek out training in life planning, in systematic decision making, in problem solving skills. She is unlikely, in fact, to know that such training exists, unless it is presented to her in school. Since these girls will be the least well equipped to fend for themselves later in life, it is most crucial that they be at least exposed to the concept of preparing themselves while still in school.

Finally, we who have been in the curriculum design field for any length of time have learned to be content with small long-term effects. One of our most statistically significant results in Year I was to get young people in the experimental classes to perceive that it was legitimate for a working wife to get a certain amount of household help from her husband. This may not seem a startling accomplishment, when measured against the sophisticated discussions carried on at National Women's Conferences. But our students are not very sophisticated, and such a simple recognition is much more likely to alter the quality of their lives than would an abstract or political discussion about the New Woman.

We feel that it is important for reformers, particularly curriculum reformers, to measure their gains in terms of the lives of their target population, not against the broadest political or social ideal.

We would not encourage anyone to feel that intervention through curriculum will change the lives of women, or the face of society. But we do believe that curriculum has a significant and salutory place as one of a broad range of pressures towards the achievement of equity for women in our culture.

DESIGN AND IMPLEMENTATION OF THE CURRICULUM

Selection of Participants

The makeup of the curriculum development team reflected our concern that this group represent a broad understanding of the actual needs of young rural people as they face their postschool life. It included teachers, students, adult women whose life experiences had paralleled those of the target population, and resource people from community agencies as well as the more standard mix of professional curriculum writers, experimental design and data people, and staff supervisory personnel.

A general description of the project was presented at an informational meeting held for home economics teachers in the New Hampshire-Vermont region surrounding Dartmouth College. Most rural schools within a 40-mile radius of the Project office were given the opportunity for teacher participation; all teachers who expressed interest and were able to meet our needs for time and classroom access were involved with the project in some capacity. The constraints of the experimental design precluded the involvement of all interested teachers in the curriculum development process, but all of those who worked with us received complimentary copies of the curriculum at the end of the summer revision sessions.

The student participants were selected by their guidance counselors from the non-college-bound group. They tended to be intimidated somewhat by the development team process, and rarely spoke. They did contribute to pilot testing of curriculum activities and curriculum evaluation instruments.

The women who served on the curriculum development team as "adult members of the target population" were also regular staff members, hired through the CETA program. We discovered that one of them was a gifted case writer who contributed significantly to the writing of the curriculum itself. The others served primarily in an advisory capacity, helping us to test the credibility of the materials within the New England rural context.

People from community social service and employment agencies were called upon as needed, especially in the development of our final unit, which required precise understanding of ways in which people can make use of community resources such as employment services, the welfare system, and local training programs. Several of these people had a continuing interest in the development process and attended meetings whenever they could. They were extremely useful because they could keep the team up-to-date on new resources available to rural young people.

The remainder of the curriculum development team was selected through more routine channels: most had been involved with the original drafting of the grant proposal, others were selected on the basis of their professional background and evidence of field supervision capacities.

Designing the Curriculum

Because we see the development process as having been the key to the attainment of our major Project goal, the creation of the Options Curriculum, the description of that process deserves some detail.

Training the Development Team

The development team was a disparate group, from a wide variety of occupational, class and personal backgrounds. Most of the team members had never designed formal curriculum before; the nonteachers in the group had only the vaguest sense of the meaning of the word. Thus, we had two tasks to address at the beginning: first, to develop close and trusting working relationships among varied individuals; and second, to train the team in curriculum design processes while simultaneously designing our curriculum.

Our primary mode of operation was to instruct participants in a particular curriculum development process, assign them to apply this process to our curriculum needs, and then share results of these efforts for feedback. Throughout this sequence, process comments were offered to help team members work together more effectively and to build group trust and individual confidence.

The Curriculum Model

At our second development session, the team was presented with the curriculum design model we had decided to use. It was a modification of the Taba (1962) and Popham and Baker (1970) models, involving eight steps:

Step 1: Carry out needs assessment for target population

Step 2: Make broad goal statements based on needs assessment

Step 3: Organize goals by sorting them into units

Step 4: Translate broad goals into specific pupil performance objectives via goal analysis

Step 5: Organize objectives by clustering and sequencing them

Step 6: Select or design student activities appropriate to objectives

Step 7: Write criterion-referenced evaluation items matched to objectives

Step 8: Write a teacher's guide keyed to every lesson of every unit

Each step was illustrated for the team members at this point and just prior to actual application to the development tasks of the project. At that time, team members were given additional practice in performing each step. Results of each step were shared among the group and received feedback from the entire group. Sometimes, steps had to be repeated if the product was judged to be inadequate.

Step 1: Needs Assessment

Survey of Occupational and Career Interests

Because we were determined to base the curriculum on the real needs of our student population, one of the first acts of the project was to construct a Survey of Occupational and Career Interests which was administered to nine schools, three in New Hampshire and six in Vermont. These schools were selected on the basis of their willingness, accessibility, and representativeness of the Project's target population (i.e., rural students). Our total sample size was 439 students (248 females, 191 males). We analyzed most of the responses to our questions by sex and post-high school aspiration. The results of this survey are reported in Aspirations and Attitudes Among Rural High School Students: A Report From the Options Project. A more detailed description of the needs assessment process can be found in the research section of this report.

Informal Needs Assessment Via the Development Team

We also used the perceptions of our development team as an informal needs assessment. A majority of our team had rural backgrounds, nearly all were women, some had not gone beyond high school or were still in high school with no plans to go on to further education. All but one had some previous job experience. Consequently, we felt that this group would have accurate perceptions of the target population. Indeed, their perceptions closely matched those which resulted from the survey carried out with the target population.

Needs Assessment From the Literature

As indicated in the Project Overview, little information on the target population was available at the time our study began. However, we were able to make some inferences from information in studies mentioned in the rationale section which dealt with partially overlapping populations.

In January of 1977, after half the curriculum had been completed and the other half outlined, the National Advisory Council on Women's Educational Programs published Educational Needs of Rural Women and Girls. We found that our formal and informal needs assessments had been on target. This confirmation allowed us to complete the development and revision process with great confidence that our curriculum was indeed addressing the needs of our target population.

Step 2: Stating Broad Goals

Team members were provided with several needs assessment lists derived from their own responses, from the survey of the target population, and from extrapolations from existing literature. These lists contained statements about: the target population's hopes, concerns, fears, and thoughts about the future; their knowledge, or lack thereof, regarding jobs, work, marriage, sex, responsibilities, children, and money; situations or conflicts they commonly encounter; knowledge or attitudes which would help them develop as persons; and conditions which create life problems for them.

Team members were asked to state broad educational goals for a curriculum that would address these needs. This group effort yielded 35 goal statements (see Appendix B) showing considerable overlap, and a great emphasis on work and jobs. We were concerned about this traditional career education orientation, since it was our intent from the outset of the Project that we deal with the full range of life options, not merely those which were job related. We expressed this concern to the development team who responded by saying that they agreed with our intent, but had found it easier to state goals in the concrete areas of work, as compared with the more intangible realms of feelings and values. We felt that this may have been a factor in the overwhelming preponderance of job-oriented curricula in Career Education Programs.

In order to convert this long and overly work-oriented list of goals to a manageable and more balanced list, we first collapsed overlapping items to yield a list of 18 goals (Appendix C). Then, working in small groups, we applied a modification of the techniques used in "Educational Goals and Objectives" (Program Development Center of Northern California) to these 18 statements. This exercise yielded a list of nine goals representative of the desired scope of the curriculum.

Step 3: Sorting Goals Into Units

Since we had decided at the outset of the project that we would develop four two-week units, we next clustered related broad goals to yield four distinct units which we initially called:

1. Being a Woman in Northern New England
2. Life Skills
3. Life Planning
4. Women's Careers: Getting It All Together

At this point, the development team was divided by expressed interest into four groups to work on each of the four units. The first three groups were composed of teachers, students, lay adults, and staff members. The fourth group was composed of social service agents, one teacher trainer, and one staff member. Teachers stated that they felt incompetent to deal with the area of jobs and work. This sense of incompetence may have been partially responsible for their initial listing of so many goals in this area; i.e., it was an area that they felt a need to learn about.

Step 4: Goal Analysis

After several practice sessions, each group applied Mager's (1972) "Goal Analysis" methods (Appendix D) to the broad goal statements for their unit. This analysis yielded dozens of student performance objectives for each unit, all stated in terms of student behavior, attitude, or understanding.

Step 5: Clustering and Sequencing Objectives

Each group examined their lists of student performance objectives and clustered and/or sequenced them according to one or another framework.

1. Being a Woman in Northern New England clustered objectives around problems such as: "stereotyping," "living happily ever after," and "heads of household." These were later sequenced in order of increasingly complex and distressing problems.

2. Life Skills clustered subskills under broader rubrics such as: "Decision Making," "Communication," and "Organizing and Managing Time." These subskills were sequenced in such a way as to build the broader skills. However, no attempt was made to create a sequence among the broad skills. These became independently standing "Learning Activity Packages."

3. Life Planning clustered and sequenced objectives in a chronological fashion, using major headings such as "a tentative life plan," "adding others to your life plan," "crises affecting your life plan," and "reviewing your life plan."

4. Women's Careers clustered objectives around major problems such as: "finding a job," "dealing with on-the-job problems," and "conflicts between work demands and family responsibilities." As with Life Skills, these were later sequenced within major headings, but not between them.

Step 6: Selecting or Designing Student Activities

Once the group had clustered and sequenced their objectives, they assigned individual members the task of finding or designing a curricular activity suitable or readily adaptable to the objective.

To prepare for this task, the team had examined hundreds of curriculum pieces from every conceivable subject field. A review process was set up, which used all members of the development team. Curriculum materials were ordered from educational publishing houses on a 30-day preview basis and were passed out among the group members for review. Careful records were kept on these materials and any that did not meet the project objectives were returned to the publisher. Materials that met project criteria for usefulness were purchased for long-term use.

Team members involved in the curriculum review process filled out a comprehensive outline detailing goals, objectives, concepts and skills contained in the material being reviewed. (See Appendix E for the Curriculum Activity File form and its explanation.)

Some of the activities deemed especially relevant to the project were discussed at the weekly meetings. Audio-visual materials in particular, were reviewed by the group as a whole. We were able to develop a typology of curricular methods and materials which enabled team members to sort these pieces into types to act as models for their own development efforts. In keeping with our initial curricular decisions, we directed the team to "student-active" methods which could be readily "localized."

This process met with mixed results. Some team members were adept at adaptation or at creating an idea for an activity, but few could translate such ideas into real materials, particularly ones with genuine local references. As time drew near for a finished product, it was decided that the people with curriculum writing skills should use the ideas and partial adaptations of the team to develop final curricular materials. We relied heavily on one person (a Vermont native) who had the ability to create materials that evoked local feeling that was readily recognized by students.

By this time, the team had developed a clear vision of how the units would be designed and ordered so as to provide for continuity in the students' learning:

Unit I: Being a Woman, would be designed to distress. It would bring up the central problem areas women face, using the personal observations of students as a base, supplemented with some data intended to enable students to generalize their individual perceptions. By the end of that two week unit, the student would have a clear sense of the difficulties a woman in the area faces, and would be motivated to begin developing skills to help cope with them.

Unit II, Life Skills, would be an individualized, activity package unit, which would allow each student to work on the skills needed most to address the problems defined in the first unit. It would be an expandable unit, which could be tailored around individual and class needs.

Unit III, Life Planning, would ask the class to apply the skills developed in Unit II to the information collected in Unit I. This would be an experience simulation unit, intended to teach young people to project their lives twenty years ahead and then to simulate their responses to problems which might stand in the way of self-realization.

Unit IV, Women's Careers: Getting It All Together, would ask the students to tackle a real life problem situation--the assessment of the job market in their own region. This unit would build on the skills, information, and self-awareness established in the earlier units and would provide the class both with valuable information about ways to earn a living in their own home area and with an assessment tool which they could use if they went elsewhere.

The curriculum writing group followed this plan, using ideas and partially developed materials, to produce a draft of the curriculum. These materials were then presented to the team for feedback and returned to the curriculum writers for revision before production.

One of the most effective techniques used by the curriculum writing groups was brainstorming. Initially, brainstorming was used within the large group to elicit the major goals and objectives for the curriculum. Later, the groups working on individual units used brainstorming to help develop unit objectives and student activities.

Step 7: Writing Criterion-Referenced Evaluation Items

This task was turned over to the research team since such items were to form part of the evaluation of the curriculum. For full discussion of this process, see the research section.

Step 8: Write a Teacher's Guide

It was our intent to create an easily teachable curriculum. Yet we found that we had created a curriculum filled with activities, methods, and materials that were different from the traditional approaches and even classroom structures of most of our teachers. The teachers on the team were happy with these new approaches but they pointed out the need for a detailed teacher's guide that would show traditional teachers (like themselves) how to use such methods.

The extensive teacher's guide that resulted was organized on a day-by-day basis. For each day's classroom activities and for each day's homework, there was a set of instructions to the teachers. These instructions included:

1. Statements of the enabling objectives for the day's activities (i.e., what the student would do which would enable them to attain the terminal objectives of the unit)
2. A list of the needed materials for the day
3. A detailed lesson plan, including instructions for discussions, questions, and possible difficulties
4. A teacher copy of all Student Activity Sheets

The Field Testing Process

Once the curriculum was ready for field testing, the Options core staff began a series of four day-long workshops (one keyed to each of the units) intended to prepare teachers to use and to help evaluate the curriculum. Nine teachers participated in these workshops; four had been members of the original development team, while five had had no experience with the Project since the initial recruitment process.

Each unit workshop was held immediately before the teachers began classroom work with that particular unit. The staff presented an overview of the unit, including a review of objectives and a consideration of potential trouble spots (those that could be foreseen). Then staff and teachers did a day-by-day review of the unit, raising questions, expressing reactions to materials and activities, and sometimes working through the more complex exercises. At the end of the workshop day, each teacher took home a box of curriculum materials and the teacher's guide for the particular unit.

During the course of each unit, each teacher was required to fill out a daily three-page Class Session Feedback Form, and a Homework Feedback Form (Appendix F). These forms gave the revision team a wealth of material, based on the immediate response of the teachers to the curriculum, to augment the recalled responses tapped in the later revision sessions. Students filled out Unit evaluations (Appendix G), also useful in the revision process.

Field visits provided us with another source of formative evaluation data on the curriculum. An Options Project staff member visited each experimental teacher twice in the course of each two-week unit. At least one of these visits included observation of a lesson from the unit; the other visit was devoted either to observation, to a teacher conference, or both. Field staff took notes on their observations and on the kinds of questions asked by teachers and students. These notes became part of the general evaluation and revision file.

In addition, staff members were available by telephone to answer teacher questions which came up in the course of field-testing. These questions were recorded and used to augment other data for revision.

Production, Year I

The Year I Options curriculum was produced in the central office at Dartmouth College by the Options staff. As each unit was typed, copies of each student activity sheet (SAS) were reproduced in quantity to match the student enrollments of each experimental teacher. Activity sheets were placed in folders labeled with the identification of the activity sheet and the number of copies enclosed.

Each teacher was given a file storage box in which to store her curriculum materials. Folders containing student activity sheets were placed in these boxes, in order of intended use, as was a copy of the unit teacher's guide. Teaching aids for each unit also went into the boxes. For example, an activity in Unit I relied on the use of colored dots and gold stars; one in Unit III called for an overhead transparency. Magic markers, cassette tapes, and heading cards also went into each unit box. All large posters used in connection with the curriculum were provided by the Project.

All of the experimental teachers, during both Year I and II expressed appreciation for our use of curriculum boxes. Not only were the necessary materials provided, but they were organized, easily located, and easy to store or transport from place to place. Teachers strongly urged that this format be continued in the final version of the curriculum.

At the end of Year I, all participating New England teachers and consultants received a complimentary copy of the revised teacher's guide. Teachers planning to teach the curriculum a second time received another box of materials for all four units based on their projected student enrollments.

Revisions, Year I

In preparation for the revision sessions, all sources of curriculum evaluation and feedback were reduced by eliminating repetitious comments and organizing feedback by unit and lesson. Revision of the curriculum was undertaken in the summer of 1977 by a team led by the Associate Director, who had managed the field testing process from its inception. The revision team consisted of six experimental teachers (every member of the group who had the time to participate) and two curriculum editors (local high school teachers who had no previous experience with the curriculum but who had developed curriculum for a similar group of high school students) who were hired to assist in the final revisions and editing. The original curriculum writers did some spot revisions when necessary. The revision group met daily for a week, recommending overall changes in the curriculum, going over test results and the feedback on daily lessons and generating revisions in response to those reactions. At the end of that process, Options staff members drafted final revisions, and the curriculum was considered complete in its New England form.

The revision process included several types of changes. Often, it was only necessary to simplify the language used to allow for varying levels of reading ability, or to rewrite case materials to clarify certain points. But there were three major tasks which were addressed during the revision process. The first was the restructuring of Unit II (Life Skills). Originally, this unit consisted of three individualized Learning Activity Packages (LAPs). The first LAP, Assessment Skills, emphasized self-awareness and required students to think about themselves and their values. The second LAP, Decision Making, focused on how to make decisions and to evaluate their decision making skills. Organizing and Managing Time, the third LAP, taught students how to use their time more effectively. Teacher and student comments on the daily and unit feedback forms indicated that students liked the LAP format, but found working on their own for two weeks boring, while teachers tended to confuse the concept of individualized learning with independent learning and felt they had no role other than checking on student progress. Some teachers reported that both they and their students needed more of a feeling of teacher direction in the classroom.

Under the guidance of the two curriculum editors, two of the LAPs in Unit II were relocated in other units and the third LAP was then rewritten in lesson form and stood on its own as Unit II. Organizing and Managing Time became part of Unit I, as a companion to the exercises on single heads of households. The LAP on Assessment Skills was integrated into Unit III. The lessons on long- and short-range goals and goal blockers in that LAP complemented the life planning theme of Unit III.

The LAP on Decision Making was converted from a LAP into a series of daily, teacher directed, lessons on decision making. The first two lessons in the unit, Life Auction Catalog and House Fire!, used the rank ordering technique as a means of emphasizing the importance of recognizing priorities in making decisions. The subsequent lessons focused on a ten-step decision making process by applying it to case study situations, and finally by applying it to a personal decision.

The second major revision task was to refine and improve the simulation activity, Game of Life: Choice and Chance, which was central to Unit III (Life Planning). The revision team made substantive suggestions, but the actual revisions were left to the staff members who had originally developed the game.

The game as originally designed was played in small groups of four to six students and was directed by the teacher. Each player began the game with an Identity composed of choices made in four decision areas; education, employment, marriage and children. Two choices are presented in each area which allows for 16 possible identities. The objective of the game is to acquire the most "satisfaction points" during the course of play. How many points any one student might accumulate depends on two factors: how well they guard against "fate" in the planning of their lives, and luck. Points are given (both positive and negative) on the basis of how a chance event rolled in the course of play affects the student's identity.

During the revision process the game was both expanded and improved. The field testing had shown that simulation was a effective teaching method but it had also pointed out some problems in the design of the game. Our structure and content revisions made the game more realistic. The number of opportunities for decision making were increased; point allocations were revised to include consideration of life stages (e.g., Youth) in addition to the identity and chance events and all the situation paragraphs were edited to ensure that they would apply to a player of either sex. To facilitate classroom use, the responsibility for running the game was transferred from the teacher to student monitors. The teacher was responsible for training the monitors but could then either join a group and become a player or act as a resource person during the course of play.

The third major task facing the revision team was to resolve a philosophical issue which had clear practical implications. The curriculum as originally designed was written with a special emphasis on the problems and interests of rural women. It became apparent early in the field testing that such an orientation would have to be somehow modified if the curriculum was to be readily accepted for use in coeducational classes in the future. Through the revision process, the focus on women was maintained but a concerted effort was made to integrate additional activities, paralleling those already in use, to further involve male students. It was at this time that the title of Unit I was changed from Being a Woman to Understanding Women in Our Area, in an effort to involve the male students rather than to alienate them.

By the end of the revision process, the Options curriculum had changed measurably. It had been expanded from an eight week to a nine week course; individual units varied in length. It was thoroughly edited for various pitfalls including sex role stereotyping and female bias, as well as for grammatical and spelling errors. Male activities had been added, and the lesson plans in the teacher's guide checked for clarity and continuity. The revised curriculum was then produced for distribution to participating teachers in New England as well as to the second year site coordinators and their adaptation teams.

Specific Curriculum Adaptation

The adaptation teams from Nebraska and New Mexico submitted the most significant changes to the curriculum. Not only geography, but culture, traditions, values and lifestyles in those states, and their regions, differ radically from those of New England. Much of the case material of the curriculum had to be altered to reflect those differences.

Curriculum adaptations from Oregon and Tennessee, sites more like New England in geography and lifestyles, called for less radical alterations. The changing of place names, altering of job references, and the substitution of local phrases for the ones used in the New England curriculum were usually sufficient to lend a regional accent to the adaptations from those sites.

Certain activities received more attention from some sites than from others. An example of this is a series of transcripts, used in Unit I, depicting the lives of women of different ages. The activity is designed to illustrate the numerous roles people play in their lives. Three of the sites chose only to change the names of the women in the transcripts, plus place names and certain circumstances that appear in the women's lives in order to make the activity appropriate for use in their area. One site went a step further. The Nebraska adaptation team went into the field and chose native Midwestern women, each representing a different age group, and had those women tell their own life stories. The result was a series of original transcripts reflecting both a wide range of life roles and some of the problems and issues particular to that area.

Other examples of activities which were regionally adapted include vignettes written to exemplify four life stages and an activity based on a description of a "typical" town and its populations. The vignettes were all about women and typically New England in character. During the adaptation process, male characters were added and details were changed to make the vignettes typical of the different regions. In the "typical" town activity, students are asked to analyze the town's populations to gain ideas of jobs a person might create in that area. Students then go on to identify the skills, resources, and personnel necessary to actually create that job. Regional adaptation allowed students to identify realistic possibilities in their own area.

Most of the activities that were adapted by the field site teams depicted situations and lifestyles which were regionally specific. There were a few instances in the curriculum, however, where the materials not only alluded to regional phenomena but were specific to particular states. These materials, included in Unit IV (The Juggling Act: Lives and Careers), required the adaptation teams to use information resources in their states. Examples of these materials include: a transcript and tape on vocational training opportunities within the state; a welfare quiz based on individual state regulations; a copy of a local school board policy on the release of student records to accompany a copy of the "Family Educational Rights and Privacy Act of 1974."

Project staff members reviewed and approved individual site adaptations; they also considered the editorial and structural suggestions submitted by the adaptation teams. In several instances, the adaptation process resulted in revisions in the New England version as well as the other sites. In cases where the staff felt that an addition could enhance an activity if adapted for all sites, the site adaptation teams were contacted and asked to adapt the additional material. Through this process, the entire curriculum was essentially revised and adapted prior to its final field testing in the four field sites.

Feedback Forms

Over the winter months, as part of the field test process, the experimental teachers in the primary sites (Nebraska and New Mexico) filled out Class Session Feedback Forms and Homework Feedback Forms (Appendix F) on a daily basis as they taught the curriculum. These feedback forms establish an exhaustive record of student reactions to the curriculum, teacher's guide effectiveness, and suggestions for resolving problems which appeared during the field test process. In addition to these forms, teachers from the two secondary sites (Oregon and Tennessee) sent in many comments and ideas which were taken into consideration during the final revision process.

It became apparent to the staff that the masses of information contained in the feedback forms would not be manageable unless reduced. We formulated a day-by-day feedback summary, which included the site name, the number of teachers reporting, the unit number, and the day number. Then, under each of the subheadings on the Class Session Feedback Form, a staff member recorded all substantive comments made by teachers about that day. The condensation process greatly simplified the analysis of the feedback data. Since all the information about each day of the curriculum was thus listed on one or two pieces of paper rather than as many as twelve, staff members could easily review the information and suggestions supplied by the experimental teachers as they considered each activity for revision.

Final Curriculum Revisions

Through the summary feedback forms and notes from on-site meetings with experimental teachers, the areas of the curriculum needing substantive revision became evident. The curriculum revision team (Project Director, Associate Director, and Curriculum Assistant) identified the following four general tasks:

a. Incorporate more male-oriented activities
b. Simplify the decision making process in Unit II
c. Improve the time framework in all units
d. Complete revisions (e.g., clarifying instructions)

Although the participation of male students had been considered and addressed during the Year I revisions, and certain activities modified or added with male students in mind, it became apparent that further revision was necessary. When the curriculum was revised for the final time during the summer of 1978, the "de-sexing" of the curriculum was completed. Changes varied in magnitude from simple unit title changes (The title of Unit I was changed from Understanding Women in Our Area to Understanding People in Our Area) to major modification of specific activities. For example, the first activity in Unit I asks students to consider 37 personal characteristics. They were originally asked to indicate how true they feel each characteristic is of themselves and of women in their area; as revised, the lesson includes an activity sheet on men which parallels the one on women. The additional activity sheet facilitates discussions comparing perceived characteristics of men with those of women in the area as well as allowing students to compare self perceptions with their perceptions of both men and women in their community.

In situations where the addition of a male-oriented case would not alter the nature of the activity, male cases were included. In some instances, additional notes were added to the Teacher's Guide suggesting alternate or additional activities which would further involve male students. Every attempt was made to ready the curriculum for use in coeducational classes while still retaining a focus on the lives of rural women.

Most of the experimental teachers reported dissatisfaction with Unit II: Decision Making. They were in agreement that the material was worth keeping but that the way in which it was presented tended to confuse or bore their students. The consensus was that a ten-step process for decision making was too complicated for most high school students. In response to the teachers' comments and suggestions, the staff collapsed the ten-step process into five steps while retaining the materials previously used.

The Year II curriculum followed the presentation of the decision making process with a series of lessons designed to give students practice in using the process, first by making a decision for several different characters facing hypothetical situations and then for themselves. Teachers reported that their students found this approach "repetitious and boring," because the character sketches (all about young women) lacked variety, and because the sketches were short and lacking in detail. In response to student and teacher feedback, several more character sketches (both male and female) were written. Care was taken to ensure that enough detail was provided to make the decision making process challenging to students. In addition, the existing character sketches were rewritten to include more details about those situations.

For organizational purposes, the Year II curriculum grouped activities by topic and allotted to each a certain amount of time, usually a 50-minute class period. That set of activities would then be listed in the Teacher's Guide as one "day" (e.g., Day # 1). In reality, the length of time it took any one class to complete an assignment varied greatly, depending on class size and composition. The experimental teachers felt constrained by the day-by-day format. They felt that students did not get the full benefit of discussions generated by the curriculum activities when the class period ended before the discussion ran its course. At other times the class might complete the work designated for that "day" prior to the end of the class period. Teachers resisted starting on activities designated for the following day, preferring to stretch the current day's work to fill the period.

To resolve this problem, the Teacher's Guide was reworded and is now organized by sequential "lessons" rather than by "days." Few structural changes were necessary to make the change to lessons and the new system seems to be more realistic and less inhibiting. General projections are provided on the length of each unit, but the Teacher's Guide emphasizes the potential for variations due to the addition or deletion of activities as well as other factors such as class size, etc.

The final task involved incorporating isolated suggestions and then proceeding to the final editing. All feedback forms and notes were reviewed for general comments and specific suggestions. Many teachers reported that their students found some of the cases to be too negative. Much of this seemingly "negative" slant was deliberate and resulted from accurate portrayals of people's life situations. Although some objectives relied on the presentation of distressing situations, in other cases it seemed appropriate to lighten the mood presented by a case in order not to alienate or overly discourage students.

The final step was to go over the curriculum for minutiae, correcting inaccuracies, grammatical errors, and awkwardness of phrasing. The final copy was proofread against typographical error.

SITES

Rationale

The primary task of the Project's second year was to validate the revised curriculum by field testing it in four other regions of the country. Through this process, the Project staff intended to gather more data on the effectiveness of the curriculum and to determine if our curriculum, developed for use in rural schools in New England, could be modified so as to be equally useful to young people in other rural areas of the country.

Site Models

In order to replicate the curriculum field test process, test sites had to be identified and models of operation designed. Two models for the operation of the field sites were adopted. The research rationale for two models, rather than one, is explained in detail in the Project Overview section of this report. The most substantial difference between the two models involved the range of responsibilities (and consequently, the salaries) given the site coordinators. All four site coordinators had identical tasks during the fall--recruiting teachers, leading the curriculum adaptation team and administering questionnaires in local schools. Model B site coordinators completed their contracted work in January, turning over direct responsibility for the teachers to the Dartmouth College-based Project staff. In contrast, Model A site coordinators had new responsibilities starting in January and concluding in June. Their chief responsibility was to provide continuing support to the field test teachers, replicating the support system provided by the Project staff for the first year New England teachers. The Model A site coordinators provided training workshops, did classroom observations, and assisted in the administration of the curriculum pre-post tests in participating classrooms. (See Appendix H for Site Coordinator's Responsibilities.)

The role of the experimental teachers varied between the two models as well. Under Model A, experimental teachers received training in the use of the curriculum; training was not available to teachers in Model B. Experimental teachers in Model A were required to fill out daily classroom feedback forms and were paid on an hourly basis for that reporting. Experimental teachers in Model B were encouraged to share suggestions and problems resulting from the field testing but were not required to do any formal reporting and were not paid for reporting time.

The budget allocations for the two models also varied, reflecting the differences in levels of support and in payments to teachers for reporting. Sites under the same model, however, had identical budgets with the exception of mileage allotments under travel; each site had an average round trip mileage figure for travel to and from participating schools based on estimates submitted by the site coordinator. Per diem consulting fees were consistent across all sites for comparable tasks. (See Appendix I for Model Budgets.)

Participating schools under both models were paid honoraria for their cooperation in addition to receiving a complimentary copy of the field tested curriculum adapted for use in their state. The amount of the honorarium varied according to the level of participation: schools in Model A with an experimental teacher received the larger sum, having agreed to release the teacher to attend training workshops and to allow the site coordinator to do regular classroom observations.

Site Selection

Search for the second year field test sites and site coordinators began in the summer of 1977 with initial contacts made at the 1977 Spring WEEA Conference. Previous WEEA conferences had provided an opportunity for the development of personal networks among project directors. When the time came to identify potential sites, this network was used to help identify appropriate states as well as potential candidates for the coordinator positions.

The original intent was to select three sites with suitable rural populations which differed in ethnicity, economic base, and location but which shared the general problems and advantages of rural America. The central location of the site coordinators was anticipated to be at colleges located in or near rural areas. Initial discussions in the spring of 1977 were held with representatives of interested institutions in Minnesota, Mississippi, Nebraska, New Mexico, Oregon, and Tennessee.

In June of 1977, the Project Director and Associate Director traveled to Nebraska, New Mexico, and Oregon to assess the sites and to interview candidates for the site coordinator positions. In July, the Associate Director and the Training Coordinator traveled to Mississippi and Tennessee. The contact person in Minnesota was no longer interested in participating at the time the interviews were scheduled. A total of 15 interviews were held in the five states. Ten criteria for site coordinator selection were established:

a. awareness of the goals of the Project (Materials were mailed in advance to the initial contact person.)

b. experience with curriculum

c. experience with research

d. ability to identify a process for recruiting local teachers

e. knowledge of the local area

f. ability to commit time to the project

g. prior knowledge of and contact with the local public school system

h. facilitation skills

i. awareness of issues relevant to rural schools

j. commitment to educational equity

The site visits helped the Project staff evaluate site suitability. Arrangements were made in all states for someone, either the initial contact person or a candidate, to drive the interviewers out into the surrounding rural areas. These "tours" provided the interviewers with a feeling for the geography, economy, and social structure of the area, especially since the "guide" could augment what staff members saw with anecdotal comments.

Since qualified site coordinators had been identified in the three regions represented by Nebraska, New Mexico, and Oregon (prior to the interviewing trip to Mississippi and Tennessee), the only selection remaining was the identification of a Southern site. Tennessee was chosen to be the Southern site; Mississippi was rejected, despite the existence of qualified applicants and site suitability in terms of rural populations, ethnic diversity, etc. During the interviewing process, it was learned that the Mississippi Legislature had just passed its first compulsory education law, making it the last state to enact such legislation. The research team questioned the composition of the high school population in a state with no compulsory education and wanted to compare drop-out rates with national averages before considering a Mississippi site. They felt it was important that the high school populations in each site be comparable in terms of target population. Attempts were made to secure the necessary information from public and private agencies in Mississippi prior to making the Southern site selection. This information could not be obtained quickly enough, so Mississippi was disqualified as a potential site.

The selection of sites and site coordinators was done simultaneously. Nebraska and New Mexico were selected and designated as the two primary sites (Model A). Oregon and Tennessee were also chosen and were designated as the two secondary sites (Model B)

Site Characteristics

A primary objective in the site selection process was to insure regional representation and population diversity. A special effort was made to test the effectiveness of the curriculum on the broadest possible range of rural young people. The New Mexico site provided the greatest cultural diversity and the most distinctive regional difference from Northern New England. Experimental and control classes included students from Anglo, Pueblo, and Spanish-speaking backgrounds. On the whole, the New Mexican rural culture tends to be very traditional (in a number of different traditions), relatively poor, and predominantly Catholic. The selection of this state as a site gave the Project not only Southwestern regional representation, but access to the only state in the U.S. with a majority population composed of minority groups.

The choice of a Western Nebraska site filled a need to represent the large agricultural states of the Midwest. This rural population is comparatively uniform--predominantly white, Protestant, relatively affluent young rural people, with a small minority of poor Indian families. Like other agricultural areas, Western Nebraska suffers from a declining job market in traditional farming occupations and from the isolation from resources and influences imposed by population sparsity and vast distances between communities.

Northwestern Oregon provided the Project with a population similar to the Year I group of Northern New England students. These students are primarily white and Protestant, with a broad range of socio-economic and educational backgrounds. The part of rural Oregon used for our field testing is dominated, like New England, by small towns set relatively close together, whose populations have recently been augmented by immigration from more urban states. Although there are obvious distinctions between the far Western and Northern New England regions, it was assumed that this population would be most like the Year I group.

Eastern Tennessee was intended to represent the Appalachian South, including both the characteristic mountain culture associated with that region and the changing influences imposed by the movement of industry to rural Southern communities. The population is, again, primarily white and Protestant, but the economic situation has been, until very recently at least, extremely depressed. Eastern Tennessee was also chosen because it has large numbers of people employed in non-farm rural work, primarily mining and factories which refine the products of extraction industries.

The major rural populations of the U.S. are represented in our sites with one important exception. The decision to eliminate Mississippi virtually eliminated rural Blacks. This is an extremely unfortunate omission, but could not be avoided under the conditions of this Project. As a result, any generalization made from our data cannot be said to apply to rural Blacks on the basis of sampling.

Site Coordinator Training

Once sites and coordinators were selected, the staff organized a comprehensive training workshop for the site coordinators. Because the coordinators were to be responsible for replicating the Year I field testing process, it was essential that they be familiar with the goals of the project and feel some commitment to those goals. By providing all the coordinators with the same information and instructions, the differences that emerged among the sites could be directly attributed to factors other than differential training.

Prior to the workshop, each site coordinator received a copy of the curriculum, information packets about the Project, a list of site coordinator responsibilities, and a copy of the workshop agenda. Coordinators were requested to review the curriculum thoroughly before they arrived, and to identify questions they had regarding possible adaptations and use. In addition, they were asked to prepare a description of the characteristics of schools they anticipated inviting to participate. Because the four coordinators had not met each other previously and had not met most of the Project staff, some workshop time was to be devoted to building a sense of commitment to the group. Each coordinator was asked to bring materials about their area of the country and time was allocated to informal presentations of materials on the different states.

The first afternoon of the workshop was devoted to a discussion of some of the central issues of the Options Project. Discussion topics included the legitimacy of designing value oriented materials, the problems associated with focusing on rural women, and how our curriculum differed from most Career Education materials. In addition, the Project's goals were reviewed and an overview of the first year of operation was given.

A great deal of time was spent examining the curriculum. Because the coordinators' primary responsibilities revolved around regional adaptation of the materials and recruiting teachers for field testing, it was essential that they be thoroughly familiar with the materials. In order to accomplish this, the curriculum development process was explained and each curriculum unit reviewed. In discussing each unit, attention was focused on potential problems in "selling" the curriculum to administrators and teachers and on issues relating to regional adaptation.

Once the entire curriculum had been thoroughly reviewed, the site coordinators were assigned a single lesson from the curriculum to adapt for their region. The resulting adaptations were compared by the group in the context of regional differences as well as different approaches to localization of materials. Through this process, the site coordinators gained a sense of what was expected of their adaptation teams and began to identify regionally specific characteristics they wanted to include in their site's adaptations.

In addition to general orientation, each site coordinator met with the Associate Director regarding administrative procedures and site budgets. The research design specifying the levels of commitment required of participating teachers was also explained in detail.

Each site coordinator left the workshop with a clear understanding of responsibilities and deadlines and an expressed commitment to the Project. Copies of the Site Coordinator's Orientation Workshop Agenda (including participant list) and the Time Line for completion of process activities are found in Appendix J.

On-Site Activities

School Selection/Teacher Recruitment

Upon returning to their home states, the site coordinators identified the most appropriate school districts for inclusion in the field testing process. The criteria used for selecting schools varied slightly between sites but included the following considerations:

a. nature of the population (i.e., is the population rural? Is it representative of ethnic or cultural groups prevalent in this area?)

b. community size

c. distance from the designated site location

d. home economics teacher available and interested in participating in such a program

e. quality of the school's home economics program

f. administration's support for home economics program/teachers

Once appropriate schools had been identified, coordinators went to the district superintendents and described the Project. With the superintendent's permission, the principal was then contacted. At this point, the site coordinator often arranged a meeting or sent a letter which detailed the precise involvement of the school and the potential rewards of participation. Principals interested in having their school participate then permitted the site coordinator to deal directly with the home economics teacher. This process ensured maximum support and awareness at all administrative levels and decreased the potential for conflict between any individual teacher and the school administration.

Teachers in each state were recruited to fill the research design; the first four teachers to be recruited were to be members of the curriculum adaptation team in the fall and would serve as either experimental or control teachers during the field testing in the winter and spring. The second set of four teachers to be identified would not become involved until the field testing began in early winter at which time they would serve as either experimental or control teachers. As the site coordinators filled the eight primary positions in the design, they completed a reporting form which indicated the name and address of the teachers and schools and specified the level of involvement. An example of that reporting form can be found in Appendix K.

After the eight primary positions had been filled, the site coordinators were asked to identify up to eight additional control test teachers--teachers who taught courses other than home economics. These teachers were called "extra controls"; the reason for including them in the curriculum evaluation process is described in the research section of this report under the heading Assessment Design: Year II.

Curriculum Adaptation

The composition of the adaptation teams was consistent in all states (except the Oregon team, which had three teachers instead of four), but the organization of work sessions varied by site. Two teams chose to meet frequently, in half day time blocks, usually on weekday afternoons. One team chose all-day Saturday work sessions, and the fourth team (which had the greatest distances to travel) chose all-weekend sessions.

In all sites, members were expected to review the materials to be adapted prior to each meeting, making appropriate changes and identifying problems or questions on their own copies. As a result of their own adaptation experience during the orientation workshop, the site coordinators provided their teams with types of changes to consider. The list given to one team included:

a. occupations
b. geographical changes
c. alter colloquialisms
d. individual, family and community values
e. distances and the implications of longer distances
f. family names
g. clear, organized directions
h. community organizations and resources

Pre-meeting preparation emerged as a crucial factor in adaptation success. One site coordinator commented in her evaluation of the adaptation process:

> Our meetings proved that this preparation was important. The members of the team had an overview of the entire unit (objectives, activities, etc.) and of the adaptations that would be appropriate for their unique populations and districts. The preparation allowed us to meet prepared with coherent concerns applicable to each teaching site before the time to compromise.

When the groups met, they went through the curriculum page by page, compiling individual adaptation suggestions and reaching consensus on the actual changes to be incorporated.

It was at this point that the differences between the sites and between the site teams became evident. In some instances, only superficial changes or adaptations were submitted. In other cases, the adaptation team completely reworked activities to reflect more accurately the characteristics of their areas. The Project staff ultimately identified three levels of adaptation for local use:

a. simple substitution of unfamiliar names and location references with common or familiar names (e.g., Linda--Rosa; Boston--Denver)

b. adaptation of materials to include regional phrases and references to regional/local phenomena including references to weather, common occupations, regionally specific diseases, natural disasters, etc.

c. rewriting of materials or inclusion of additional materials to reflect regionally specific situations and attitudes.

Examples of the last type of changes were submitted, along with most of the substantive changes, by the Model A sites, which had both the highest level of Project support and the greatest difference from New England.

Each site adaptation team submitted their final product to the Project office. General revision suggestions as well as individual site adaptations were reviewed and selectively integrated into the curriculum. Individual site versions of the first two units were approved, edited, and produced for mailing by late December. Units III and IV were adapted at the sites, reviewed and produced at the Project office in time for mailing in January of 1978. At the conclusion of the adaptation process, site coordinators and adaptation teams were asked to submit an evaluation of the adaptation process. Copies of the site coordinators' evaluations are in Appendix L.

On-Site Field Testing

It was at this point that the primary and secondary sites began to operate differently. Teachers in all four sites were to teach the adapted materials, and students in both experimental and control classes were asked to take the Options pre-post test. In the primary sites, however, experimental teachers attended training workshops before they began teaching in their experimental classes. Teachers in the secondary sites taught the curriculum without the benefit of any prior training.

Site coordinators at the two primary sites planned and ran training workshops for their four experimental teachers. Two of the four teachers at each site had worked on the adaptation team during the fall; they assisted the site coordinator in training the two new experimental teachers. The first workshop, held in January, began with an overview of the Project for the benefit of those who were unfamiliar with our work, and then covered the materials in Units I and II. The experimental teachers were also introduced to the feedback forms, which they were to fill out daily, and informed about administrative details such as the site coordinator classroom visitation schedules and reporting procedures. A sample workshop agenda, submitted by one of the primary sites, can be found in Appendix M.

The second workshop covered the curriculum materials contained in Units III and IV, including an introduction to the complex simulation game. Part of the workshop at both primary sites was devoted to teaching the experimental teachers how to play the game. The second workshop also provided the teachers with an opportunity to share what they had learned in teaching Units I and II, and to get feedback on the general progress of the curriculum from the site coordinator, who had observed in each of their classrooms. The support system that evolved from these shared experiences was an unanticipated but very real benefit of the Model A field testing process.

On Site Visits

Part of the design for site operation included on-site visits from the Project staff. The Traveling Team (Associate Director and Training Coordinator) traveled to all four sites during the fall for the purpose of:

a. meeting with the curriculum adaptation team

b. gathering information about the region for use in adapting the curriculum

c. clarifying the goals and objectives of the Project

d. approving school selection made by the site coordinator

e. reviewing the research process as it applied to each site

The Traveling Team returned to the two primary sites (Model A) twice during the curriculum field test process. Those site visits allowed the Team to:

a. provide technical assistance as requested

b. observe field test classrooms

c. collect direct teacher feedback on revisions

d. review the in-state dissemination possibilities

e. establish close-out procedures with the site coordinator

Pre-Post Testing

All participating classrooms administered the pre-test early in January and agreed to administer the post-test. For control classes, the post-test was given approximately nine to twelve weeks later; the experimental classes took the post-test at the conclusion of teaching the curriculum. Pre-post tests were returned to the Project office in New Hampshire either via the site coordinator (primary sites), or directly by mail (secondary sites).

RESEARCH

The Project's research component was from the onset tied to the curriculum development and evaluation process. The research staff had two tasks: first, to provide a data base for assessing the career development needs of rural youth, data which was to be used in the curriculum development process; and second, to evaluate the effectiveness of the Options curriculum.

Year I: Needs Assessment

The first step in the curriculum development process was to assess the needs of the target population. Because there was little data in existence, in October 1976 the research team designed a needs assessment questionnaire to collect data concerning career options, perceptions, attitudes, and aspirations among rural youth in high schools in New Hampshire and Vermont. In its original form, the Survey of Occupational and Career Interests (Appendix N) was 14 pages long and took students approximately 45 minutes to complete. Prior to administering the questionnaire for the purpose of data collection, the instrument was field tested. Several high school students were enlisted to complete the questionnaire and to advise the staff on length, clarity, and reading and interest levels.

The final draft of the questionnaire was completed by late October and during November it was administered to 439 rural high school students (248 females, 191 males) in New Hampshire and Vermont. For the analysis, we divided males and females into three categories which we have defined as "levels of aspiration." These three categories are determined by post high school educational plans and are: Non-college (no further training beyond high school), Junior College (intending to go on to a two year college or vocational training school), and College Bound (planning to attain a four year, BA or BS degree school). About 40 percent of each sex were not planning further education and the subjects were evenly distributed among the 10th, 11th, and 12th grades. The results of the analysis of data from that questionnaire are in the document, Aspirations and Attitudes Among Rural High School Students: A Report from the Options Project (Dunne, Elliott, and Strohbehn, 1977).

Because of the large sample size (N = 439) and the time involved in administering, coding, and analyzing the instrument, the evaluation was not completed prior to the end of the curriculum development process. Preliminary findings on questions of particular interest were given to the curriculum development team during the fall. In January of 1977, after half the curriculum had been completed, and while the data collected from the needs assessment was still being analyzed, the National Advisory Council on Women's Educational Programs published Educational Needs of Rural Women and Girls which served to substantiate both our formal and informal needs assessment findings.

Year II: Profile of Occupational Interests

The needs assessment instrument was revised for use in the second year and retitled the Profile of Occupational Interests (POI) (Appendix O). The revised instrument was not used for curriculum development but rather for evaluating and comparing common attitudinal characteristics of rural students in different regions.

Subjects were drawn from the four states serving as sites for the Project (Nebraska, New Mexico, Oregon, and Tennessee); plus an additional sample from Northern New England (Maine, New Hampshire, and Vermont) to provide a comparison with last year's sample and increase the representativeness of the data. Twenty-two schools participated from the four sites and four schools provided subjects in New England. The total sample size was 1905 (953 males, 952 females). The distribution of subjects by state, sex, and level of aspiration is reported in Table 1.

The school selection process did not result in an ideal random sample. Subjects were drawn from rural high schools within a specified radius of the Project's site coordinator in each state. Not all schools which were invited to participate agreed to do so. The questionnaire administration process varied among schools; in some cases a guidance counselor or classroom teacher administered the instrument, in other cases, it was done by a project staff member or by the site coordinator. (Guidelines for the administration of the POI appear as Appendix P). Questionnaires were administered to students in the four field test sites in late October and early November of 1977 and to New England students in November 1977 and May 1978. Most students completed the questionnaire in approximately 45 minutes; only six percent of the questionnaires (original sample size: N = 1905) had to be discarded due to incompleteness (students ran out of time, chose not to answer questions, etc.)

Many of the items from the initial needs assessment instrument were kept and used without modification. Some of the original items were revised, some dropped, and a number of new items added. (See Appendix Q for complete listing of item correspondence.) Among the new items,

TABLE 1

RESPONDENTS BY STATE, LEVEL OF ASPIRATION, AND SEX

		Level of Aspiration							
		NC		JC		C		TOTAL*	
	(Number of Schools)	Male	Female	Male	Female	Male	Female	Male	Female
Oregon	(3)	157	105	71	94	66	88	302	293
Nebraska	(6)	89	43	46	66	51	90	189	204
New Mexico	(8)	38	40	50	69	27	46	129	158
Tennessee	(5)	70	49	40	70	43	51	160	173
New England	(4)	49	45	21	27	20	23	91	97

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*Totals do not add up because of students not responding to question.

several describe prevalent attitudes toward the role of women in society and were adapted from the Attitudes Toward Women Scale: An Objective Instrument to Measure Attitudes Toward the Rights and Roles of Women in Contemporary Society (Spence and Helmreich, 1972).

In the transition from the Survey of Occupational and Career Interests to the Profile of Occupational Interests, the instrument was rewritten to have two forms--one written for females to complete, the other for males. The only difference between the two forms was in the wording of a few questions. For example:

Question 28 (female version)

Assume you are married, but have no children. Which of the following best describes your feeling about working? (check ONE)

a. ____ I would very much like to work even if we don't need the money.

b. ____ I wouldn't mind working part time, especially if it was necessary to help us get established.

c. ____ If given the choice, I would prefer to stay at home as a homemaker.

Question 28 (male version)

Assume you are married, but have no children. Which of the following best describes your feelings about your wife working outside the home? (check ONE)

a. ____ I would like her to work even if we don't need the money.

b. ____ I wouldn't mind if she worked part time, especially if it was necessary to help us get established.

c. ____ If given the choice, I would prefer it if she stayed at home as a homemaker.

In the final version of the POI, a variety of question formats were used: structured (limited response), unstructured (open-ended), and multiple answer items. On those items requiring judgment to categorize responses, the inter-coder reliability was assessed over thirty questionnaires by the two trained coders. In addition, a test-retest reliability of the instrument itself was done by giving it to 53 students twice, with a two-week interest interval. The results of these two tests (coder reliability and instrument reliability) can be found in the Final Research Report.

The data went directly into the computer from the pre-coded questionnaire to form a raw data matrix (original coded information collected from respondents). The matrix contained 280 variables for each of the 1905 respondents. The results of the data analysis can be found in the Project's Final Research Report.

Curriculum Evaluation

The Assessment Design: Year I

The assessment design for the evaluation of the Options curriculum followed what Campbell and Stanley (1963) call Design 10, the quasi-experimental version of the pre-post test control group design. It is "quasi-experimental" primarily because scheduled classes within schools were used, rather than randomly selected subjects, and because the participant teachers were volunteers. Thirteen teachers from eleven schools in New Hampshire and Vermont participated in the curriculum evaluation process during the Project's first year. Participating teachers were assigned to one of the following four categories of involvement:

1. Developing/Teacher Participants: (4) - teachers who would participate throughout the entire year: first serving on the curriculum development team in the fall and winter; then teaching the developed materials in their experimental class in the spring.

2. Developing/Non-Teaching Participants: (2) - teachers who would participate in the curriculum development process in the fall and winter but who would not teach the developed materials during the field testing process in the spring. These teachers would, however, pre-post test their control class.

3. Teaching Participants: (4) - teachers who would not be involved in the development of the curriculum materials, but would teach the curriculum in their experimental class in the spring. (Although the design only called for four teaching participants, five were included. The fifth participant's class enrollments varied during the teaching period so the results from her class were kept separate from the rest of the data.)

4. Pre-Post (or Control) Participants: (2) - Teachers who would not be involved in the curriculum development process or in the teaching of the materials. These teachers would pre-post test their control class during the spring.

Teacher assignment to one of the four categories took into account the following variables: teacher availability for development team meetings during the fall semester; teaching schedules during the spring semester; and the nature of available spring course(s), including student composition (male/female, college/noncollege bound) and size of enrollment(s).

Since not all teachers were available to help develop the curriculum, the allocation process was not random. However, all of the people who actually taught the curriculum (whether they helped in the development process or not) had expressed interest in being involved with the Project. The choice of teaching and control teachers was made in late September 1976 after potential participants had been given an "Attitudes Toward Women" survey (Spence and Helmreich, 1972). (The 55 item scale is shown as Appendix R). Six pairs of teachers were then matched as closely as possible according to their scores on this scale and the nature of the courses they taught (e.g., a Family Life class was matched with another Family Life class, a Foods class matched with another Foods class), and randomly assigned either to teach or to act as controls. The thirteen teachers and their classes were thus allocated to the design shown in Table II.

TABLE II

ALLOCATION OF CLASSES FOR CURRICULUM EVALUATION
YEAR I

Involvement of Teacher	Classroom Treatment	
	Teaching	Control
HELPED DEVELOP CURRICULUM	(21) A_1	A_2 (10)
	(14) G_1	G_1 (8)
	(4) I_1	I_1 (10)
	(8) J	C_1 (12)
DID NOT HELP DEVELOP CURRICULUM	(15) B_1	B_1 (15)
	(16) C_1	C_1 (13)
	(15) F	L (13)
	(16) H	M (14)
	(11) K	

NOTES: 1. Schools are represented by the letters A-M; teachers by the numbers 1 and 2 (i.e., G_1 teaching and G_1 control represent one teacher and A_1 teaching and A_2 control represent two teachers.
2. Numbers in parentheses indicate the number of students in the class.
3. There was a total of 11 schools, 17 classes (9 experimental and 8 control), 13 teachers and 216 students).

The assessment design allowed for the isolation of several variables. In the analysis of data, it was possible to control for teacher effectiveness since five teachers had two classes each, one which was experimental, the other, a control. It was possible to control for teacher familiarity with the materials since of the nine experimental teachers, four teachers had helped to develop the curriculum and five had no prior experience with the materials. In addition, the importance of teacher attitudes about the role of women in society could be assessed due to the initial matching of teachers according to their scores on the "Attitudes Toward Women Scale."

Pre-Post Testing

Concurrent with the development of the curriculum was the development of the curriculum pre-post tests. All pre-post tests were given to both experimental and control classes on the same schedule.

In February 1977, prior to student introduction to the curriculum, a general pretest, A Survey on Planning Your Future (Appendix S), was given to all classes; an identical post-test was administered after teachers had completed field testing the curriculum in May 1977. The general test was designed to sample general changes in attitudes, not informational changes, nor details from particular units. We asked, for example:

Q18: Which of the following best describes your attitude about a mother's working when she has children from the ages of 2-5 years old? (check ONE)

a. ____ she should never do it.

b. ____ she should do it only if the money is needed.

c. ____ she should do it if she wants to and can find adequate care for her children.

c. ____ it is probably better for her and her children if she develops a life of her own through work.

In addition, we administered shorter pre-post tests based on the specific contents of Unit I (A Survey on Being a Woman (BW)) and Unit II, (A Survey on Life Skills (LS)). (These instruments appear at the end of this report as Appendix T and Appendix U respectively. These tests sampled changes in information levels as well as in attitudes, and were criterion referenced to the actual objectives and content of the units. For example, on the pre-post test for Unit I: Being a Woman, we asked the students to "State as many difficulties as you can that result from the stereotyping of male and female behaviors." Since the unit included an explicit discussion of the effects of sex role stereotyping, we anticipated a change in the level of knowledge on that subject.

In contrast, Units III and IV were not evaluated through individual pre-post tests. It had become clear by that time that both students and teachers were reacting strongly against what they considered to be excessive testing. In schools where our needs assessment instrument had been administered, some students had answered similar questions five times by the end of the final post-test. It was hardly surprising that their willingness to cooperate began to fade. Teachers felt that by dropping specific evaluations of the last two units, student cooperation might be regained in time for the final administration of the general test. Unfortunately, there is no way to evaluate the effect of the overtesting on the data; it can only be assumed to have lessened the seriousness with which students completed the surveys.

Evaluation Results

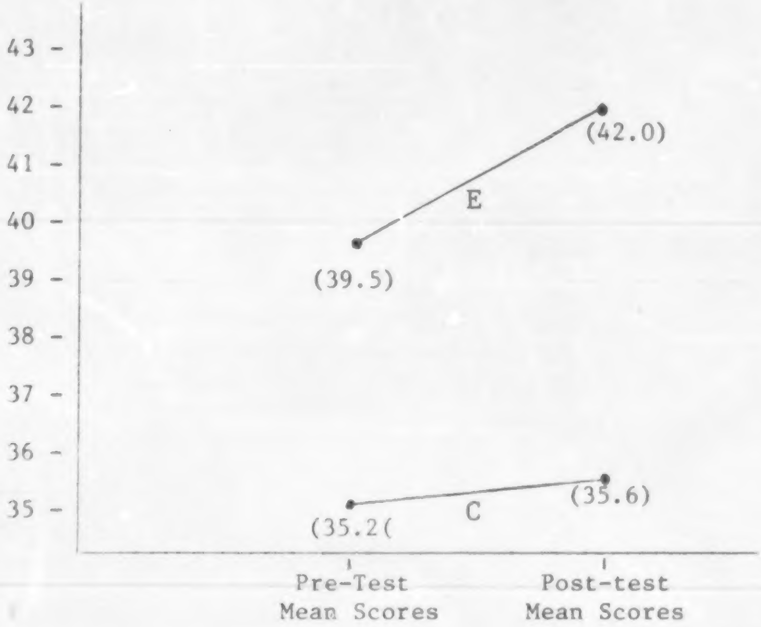
The data from written and oral teacher and student feedback and from staff visits to experimental classrooms were summarized in a qualitative fashion and used in the curriculum revision process, but they were never coded or subjected to statistical analysis. It seemed to us that these data were too idiosyncratic and keyed to nuances of lesson plans and exercises to be useful in the more general assessment of the effects of the curriculum.

The pre-post tests, however, were thoroughly analyzed. Change scores for the individual items and the summary scores for each test were subjected to analysis of variance; the factors were those shown in Table III (i.e., teaching/nonteaching; development team/nondevelopment team).

The overall variance analysis of change scores on the pre-post test for Unit I (Being a Woman) showed that the development team/nondevelopment team variable was not significant. Teachers who developed and taught the curriculum did not effect any greater change in their classes than did teachers who had not participated in that process ($\underline{F} < 1$).

On the same test, however, the experimental classes showed a significantly more positive change ($\underline{f} = 3.9$, $\underline{df} = 1.142$, $\underline{p} < .05$) than the control classes did. Figure 1 indicates the change in scores between the pre- and post-test results for the experimental and control classes.

Figure 1



The improvement in the experimental classes can be attributed mostly to four test items on the Unit I test; two concerning sex role stereotyping in which experimentals changed significantly more than controls. One of these items, Question 9 (female version), "If you had a job and were married, to what extent would you expect your husband to help with household responsibilities (i.e., childrearing, cooking, cleaning, etc.)?" tapped primarily attitudinal changes; the other, Question 11, "State as many difficulties as you can that result from the stereotyping of male and female behaviors," tapped changes in level of information about stereotyping. The other two items (Questions 10a and 14-2) showed a significant improvement by the experimental classes, but not by the controls. Question 10a asked students to list the advantages of being a woman in their area; it showed a highly significant difference between experimental and control classes ($t \geq 3.94$, $p = .00005$). The other (Question 14-2) determined the extent to which students stereotyped role expectations within a family; the differences were less significant ($t \geq 1.69$, $p = .0455$). Another question (Question 10d) which asked students to cite the disadvantages of being a woman in their area, showed significant change in both experimental ($t \geq 2.82$, $p = .0024$) and control ($t \geq 2.77$, $p = .0028$) classes. Time, evidently, augmented in these students a sense of what they lack, without regard to curricular intervention.

The test on Unit II (Life Skills) indicated results similar to those from Unit I. The experimental classes scored higher than the control classes on several questions. Most of those questions tapped information and concepts specifically addressed in the unit--decision making, goal development, mechanisms for organizing and managing time.

In the analysis of the General Test (*A Survey on Planning Your Future* (GT)) change scores indicated a positive and significant effect for teaching the curriculum; the experimental classes clearly improved more ($F = 6.04$, $df = 1/165$, p .02, $\omega^2 = 2.6$ percent). However, this also suggested that teachers who did *not* help develop the curriculum effected greater change than those who did help develop ($F = 7.65$, $df = 1/165$, p .01, $\omega^2 = 3.4$ percent).

The overall results of the general tests and parts of the unit subtests showed significant differences in learning between the experimental and control groups. But the level of difference did not suggest a very strong effect by the curriculum; it accounted, in fact, only for about one to three percent of the variance of changes in the general test. Further, most of the effect was produced by teachers who had two classes, one experimental and one control. It may be that this is as much effect as the curriculum had, but it was our sense that certain decisions about test administration and about control group selection may well have contributed to the smallness of the effect.

Assessment Design: Year II

During the Project's second year, the revised curriculum was field tested in four regions outside of New England. The evaluation design and the evaluation instruments were modified in light of experiences in the first year, in hopes of gathering more reliable data.

One modification of the evaluation design involved the nature of the control classes. During the first year, all of the control classes were in the Home Economics area, many of them Family Life oriented. Since some Home Economics teachers have developed materials with elements similar to ours, it was possible that our control classes were being exposed to similar materials during the evaluation period. First year results indicated this possibility as there were items, for example, on the unit tests in which control classes changed significantly, along with experimental classes. For this reason, we deliberately varied the kinds of classes we used as controls. Of the 34 second year control classes, only 18 were in the Home Economics area. The remaining classes, designated as extra controls, were in content areas such as American Problems, Consumer Mathematics, and English; courses which were likely to draw the same proportions of college and non-college students, but which were less likely to contain content similar to ours. Since we were able to distinguish the different types of control classes, we were able to isolate a somewhat purer control group against which to test the effect of our curriculum, unaffected by similar classroom activities.

Except for the change in the nature of the control classes, the second year evaluation model was essentially the same as the first year's. Teachers and their classes were allocated to the design structure, using the same criteria as that used in Year I. In the second year, there were a total of 28 participating schools in four states. Within those schools, there were 50 classes (16 experimental, 18 home economics control and 16 extra control), 42 teachers and 976 students who actually participated in the field testing of the curriculum. Table III shows the allocation of classes to the research design. Note that among the 18 home economics control classes, seven were taught by teachers who also taught an experimental class.

By retaining the basic elements of the Year I design, comparisons of the same variables can be made. Specifically, there are two variables of interest--comparisons between experimental and control classes and

TABLE III

ALLOCATION OF CLASSES FOR CURRICULUM EVALUATION

YEAR II

Involvement of Teacher	Classroom Treatment Teaching	Home Economics Control	Extra Control
HELPED DEVELOP CURRICULUM	10_1 (9)	11_1 (15)	10_2 (27)
	13_1 (8)	12_1 (12)	11_2 (20)
	21_1 (21)	13_1 (16)	12_2 (30)
	22_1 (20)	21_1 (14)	13_2 (22)
	31_1 (19)	24_1 (23)	21_1 (27)
	32_1 (15)	31_1 (13)	22_1 (13)
	41_1 (18)	33_1 (10)	31_2 (27)
	44_1 (22)	42 (13)	33_2 (33)
		43_1 (19)	43_2 (24)
		44_1 (20)	44_2 (25)
DID NOT HELP DEVELOP CURRICULUM	16_1 (12)	14_1 (13)	16_2 (6)
	17_1 (14)	15_1 (5)	17_2 (14)
	26_1 (44)	17_1 (17)	29_1 (42)
	28_1 (13)	26_1 (7)	34_2 (10)
	34_1 (22)	27 (20)	35_2 (10)
	35_1 (15)	36_1 (5)	46_2 (15)
	46_1 (15)	46_1 (23)	
	47_1 (20)	48 (22)	

NOTES:
1. Schools are represented by the numbers 10-49; Teachers by the 1 and 2 (i.e., 21_1 teaching and 21_1 control represents one teacher; 13_1 teaching, 13_1 control, and 13_2 extra control represents two teachers in the same school).
2. Numbers in parentheses indicate the number of students in the class taking the pretest.
3. Approximately 250 questionnaires were not used in the analysis; either the respondents left too many blanks; the makeup of the class only included 8th or 9th graders; or the respondents only completed one of the instruments (i.e., only the pre or the post).

comparisons of classes taught by teachers with and without experience in the curriculum development process. In addition, comparisons of the effects of the curriculum in the five different regions are possible. The interpretation of these data is contained in the Project's Final Research Report.

Pre-Post Testing

There was a major modification in the pre-post testing procedure for the second year. First, we entirely eliminated the unit subtest, hoping to reduce the antagonism resulting from perceived over-testing, a factor which we felt introduced unknown degrees of error in the data of the first year. Second, we revised the general test, both to add some questions which tap the intended outcomes of each unit and to eliminate repetitive questions and items which appeared to strain the reading comprehension levels of many students. The resulting pre-post test is more balanced in its effort to tap informational and attitudinal changes (Appendix V, male version). Eliminating the unit subtests simplified the testing procedure but it caused an increase in both the number of questions and the number of response categories. Ideally, the questionnaire should be further shortened.

Evaluation Results

The pre-post instrument was administered to students in the 50 participating classes in the four field test sites. The pre-post tests were scored for individual items and summary scores for each test were subjected to analysis of variance. The analyses and interpretation of the pre-post test data can be found in the Curriculum Evaluation Report: Pre-Post Test Results.

Intercoder Reliability

As in the case of the POI, the pre-post tests were individually coded by two staff members specifically trained to use the coding scheme. Whenever possible, coding was done with both coders present so agreement could be reached on any responses that did not clearly fit the designated categories.

Because more than one person was involved in coding the questionnaires an intercoder reliability test was done on a sampling of open-ended questions on the pre-post test. The reliability test was conducted by having the two coders independently code responses to designated questions on 33 questionnaires. The results of that test can be found in the Curriculum Evaluation Report: Pre-Post Test Results.

STAFFING SUMMARY

Personnel	Responsibilities
Project Director (part-time)	- Liaison with WEEA and with Dartmouth College - Oversees final data analysis and final report - Prepares technical reports for academic publication
Experimental Designer/ Research Director (part-time)	- Revises Teacher Attitude Survey - Revises Needs Assessment Instrument - Revises pre-post instruments - Establishes methodology for data analysis
Associate Director	- Leads the traveling team - Aids site coordinators in setting up the replication study - Aids Training Coordinator in training site personnel in the use of the curriculum - Oversees the final revision of the curriculum and the guidelines for local adaptation - Takes responsibility for the day-to-day operation of the project
Training Coordinator	- Trains site personnel in the use of the curriculum - Shares responsibility for the final revision of the curriculum and the guidelines for local adaptation - Oversees the dissemination process in New England by serving as a liaison between the Project and state departments of education and state colleges
Research Assistant	- Aids Research Director in revising research instruments - Continues analysis of first year data - Processes and analyzes second year pre-post data from field sites - Processes and analyzes second year POI data from field sites
Curriculum Assistant	- Research curriculum for use at each site in response to guidelines for local revision - Aids in the final curriculum revision process
Administrative Assistant	- Manages Dartmouth office - Types all correspondence and curriculum materials - Takes responsibility for actual production of curriculum materials - Handles administrative duties in the absence of the Associate Director

THIRTY-FIVE GOAL STATEMENTS

1. Make student population more aware of available jobs
2. Improve self-image by having a larger spectrum of possible goals
3. Learn to evaluate their abilities, skills, and personal characteristics
4. Learn what's involved in living "on your own"
5. Be aware of subjects offered in school that are important for training for jobs
6. Importance of part-time jobs
7. More aware of variety of local job opportunities for which they're qualified
8. See many more jobs as appropriate for women
9. To conclude that homemaking and an outside job are possible
10. Awareness of factors which influence decision making
11. How to deal with a competitive job market and win
12. How to sell yourself
13. How to fill out job applications and be interviewed
14. Realize "it's never too late" for a career or career change
15. Clarify own values to find out what they want out of life and where they're at now
16. Realize that money is available for training and further education
17. How to survey job market in place where they want to live and fill a need
18. Know what general abilities are needed for almost any job
19. Realize importance of something to "fall back" on if they become sole breadwinner
20. On the job training possibilities in area
21. Marriage - what's it like?
22. Realize that most people have many jobs in the course of a lifetime
23. Recognize sexism in society and job market
24. Realize that many people work for love of job, not money
25. Vice versa
26. Value of leisure time
27. Decision making
28. Management of money, budgeting
29. Children
30. Children early in life may limit choices
31. Factors limiting job choices
32. Costs, etc., of living on your own
33. Attitude of rural men about women working
34. Meeting new people presents new opportunities
35. Family attitude toward work

EIGHTEEN GOAL STATEMENTS

1. Understand what it means to be a woman in a rural area today in terms of: family, work, and traditional and non-traditional roles.
2. Understand the nature of stereotyping of female roles and activities in society and the extent of recent changes in these stereotypes.
3. Know how to plan one's life through decision making and problem solving, and be prepared to make changes in these plans in response to changing conditions or events in one's life.
4. Understand the prevailing family life patterns in Northern New England regarding marriage, childbearing, divorce, and working female heads of households, and be prepared for such events in one's own life.
5. Develop the skills and willingness to communicate with one's life-partner(s) about crucial personal issues such as engagement, sex, marriage, childbearing, child rearing, work.
6. Understand the role of women in general and the role of lower class, rural women in particular in the labor force.
7. Develop a realistic self-image of oneself, particularly as a woman, and possess the ability to change those aspects of one's self that one does not value.
8. Understand and generate a variety of life/work style patterns beyond the traditional 9 - 5 job vs. full time housewife options.
9. Understand and generate a variety of job options appropriate to one's interests, geographic location, perceived needs, and skills, that go beyond the usual low level, narrowly defined range of jobs for non-college bound rural women.
10. Realistically analyze and be prepared to make critical life choices on issues such as: marriage (yes or no?), children (if. when, how many), education/training (if, what, when, how), location of home (city, country, suburbs).
11. Understand and generate a variety of ways to use one's leisure time, appropriate to one's interests, geographic location, needs, and skills, that extend beyond television and snowmobiling.
12. Develop a capacity to act as an individual, regardless of pressure from peers, spouse, or parents.
13. Understand and be prepared to deal with characteristic problems of poor rural families such as alcoholism, child abuse, malnutrition, loneliness, and isolation.
14. Develop a deep appreciation for the value of work to the individual beyond financial gain or the protestant ethic.
15. Understand that life proceeds in stages in which one often changes one's views and goals. One is not stuck with a single unchanging role and career in life. Moreover, one can affect those changes in oneself significantly.
16. Understand the complicated conflicts that exist between the needs of children, the demands and rewards of mothering, and the demands and rewards of work.
17. Appreciate rural values and the value of rural life.
18. Understand the complex attitudinal problems among men and women that exist around issues of women working.

GOAL ANALYSIS

Some Definitions........ By Robert F. Mager

The function of goal analysis is to define the indefinable, to tangibilitate the intangible - to help us say what we mean by our important but abstract goals (or fuzzies). With this procedure, it is possible to describe the essential elements of abstract states - to identify the main performances that go to make up the meaning of the goal. Once we know the performances that collectively define the goal, we will be in a better position to decide which of these performances need to be taught and which to be managed. Then we can select the most appropriate teaching or management procedures and arrange to measure our progress toward success.

A goal is a statement describing a broad or abstract intent, state, or condition.

A goal analysis is useful whenever a goal exists that is important to achieve, or to achieve better than is presently the case. It is used whenever a statement of intent describes an abstraction, when it doesn't answer the question, How will I know one when I see one?

A performance is an activity that is directly visible or audible (overt) or directly assessable. An invisible or internal (covert) activity can be considered a performance if it is directly assessable; that is, if there is a single behavior that will indicate the presence of the performance.

Steps to Goal Analysis

A. Write down the goal. Use whatever words are comfortable, regardless of how fuzzy or vague they may be. This is the place for such words. The reason it doesn't matter how broad the words are here is that this step is just to get you started and to help you remember what caused you to start analyzing in the first place.

Check the goal to make sure it describes an outcome rather than a process, so that you don't get bogged down with the problem of means and ends at the very beginning.

B. Write down the things you would want someone to say or do to cause you to agree that he represents the goal. Use only words and phrases; make no attempt to tidy up the things you write down, and don't try to write objectives. Keep in mind that this is a scratch paper exercise.

There are four strategies that may help you complete this step of describing the meaning of the goal. Use whichever is most productive for you.

1. Answer the question, What will I take as evidence my goal has been achieved? What would cause you to be willing to stamp a person with the label of your goal?

First drafts are for getting down, not for getting done.

After all, you can't repair what you don't have. You can't cross out things that aren't there. You can't rearrange invisible items. Besides, thinking about what you would accept as evidence of achievement of your goal is hard enough without complicating the matter by having to write down only the things that make sense.

2. Answer the question, Given a room full of students, what is the basis on which I would separate them into two piles, those who had achieved my goal and those who had not? After all, you do make judgments about whether your students or trainees are acceptable in skill or attitude; you do make statements about their understanding or motivation or feeling. Now is the time to lay on the table the basis for those statements.

3. There is still another way to think about the performances that are the meaning of your goal. Imagine that someone else will be charged with the responsibility for deciding which of your students will be labeled with the goal and which will not be so labeled, and that you are going to tell him how to proceed. What instructions will you give him? What should he look for? How will he know one when he sees one?

4. Think of someone who is one and write down why you think so. That is, think of someone who already has achieved your goal, someone who represents your goal, and write down the things he says and the things he does that cause you to be willing to pin that goal label on him.

   If you cannot think of anyone who represents your goal, you have a problem. Perhaps your expectations are unreasonable. Perhaps the goal (as you perceive it) is unattainable. If so, then a change in expectation is in order.

   If you cannot think of anyone who represents your goal, ask yourself this question: Is it reasonable or practical to expect to achieve this goal? If the answer is no, revise the goal to one that is reasonable and practical to achieve. If the answer is yes and you still cannot think of someone who represents the state or condition described by the goal, you need to think of what a person might be like if he represented your goal. You are skating on thin ice, though, because when you think of hypothetical people, there is the danger that your expectations will be forever unattainable. It's much better to think of real people and to state why you are willing to point your finger in their direction and say they exemplify your goal.

   You can approach this step from the positive by writing down the performances you do want to see to convince you your goal is achieved, and this is the approach to take whenever you can. When you find yourself unable to make progress, however, you might approach from the negative by writing down performances that you don't want to see, performances that would represent non-examples of what someone would have to do to convince you he represents your goal.

C. Once a goal has been written and a list has been drafted of the things you think would cause you to agree the goal has been achieved, the list is sorted out. Duplications are deleted, as are the items that, on second thought, are unwanted. Abstractions are checked and performances are marked in some other, handy-dandy fashion. Each goal (abstraction) is then written on a separate piece of paper. The process is repeated until every item remaining is either a performance or a non-performance, either a "does it" or a "doesn't do it."

D. Write a complete statement for each performance, describing the nature, quality, or amount you will consider acceptable.

E. Test the statements with the question, If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the goal? When you can answer, the analysis is finished.

APPENDIX E

CURRICULUM ACTIVITY FILE

Name of reviewer________________________________

Name of Activity or Unit:

Publisher and/or Local Source:

Broad Goal:

OBJECTIVES: (list under each heading)

Concepts	Skills	Content	Affect

Description of Activity Unit: (circle one)

Materials required:

Special remarks:

Style: "Traditional" 1 2 3 4 5 "Open" (circle one)

Techniques:

Adapt, Adopt, Ignore (circle one)

Material included? Text, Teacher's Guide, A-V, Other (specify)_______________

EXPLANATION OF CURRICULUM ACTIVITY FILE

1. Name of Activity or Unit

2. Name of Publisher or local person who has the material

3. Broad goal---"Being a Woman in Northern New England," "Life Skills," etc.

4. Objectives---concepts: what do you understand from this unit?
   skills: what skills are involved here?
   content: what is the activity about?
   affect: does this activity or unit deal with emotions?

5. Description: What is in this unit?
   - a. Books
   - b. Filmstrips
   - c. Cassettes
   - d. Other

6. Materials required: What do you need in order to use this material?
   - a. Projector, tape player, pencil, etc.

7. Special remarks: Your opinion of the material--anything you especially noticed about it, goes here.

8. Style: How traditional or open is this material? Is it very much one or the other, or halfway between?

9. Techniques: How is this material meant to be taught?
   - a. Self-teach
   - b. Specific activities
   - c. Question and answer
   - d. Other

10. Adapt, Adopt, Ignore: Your opinion--should we use it as it is, use it after adaptation, or not at all?

11. Material included: What of the things listed in the sheet is included in this unit? Add description if needed.

STEPS FOR REVIEWING CURRICULUM MATERIALS

1. Collect all pieces of the unit or activity you are reviewing.

2. Collect any extra materials needed, such as projectors, tape players, or pencil and paper.

3. Have a copy of the curriculum activity file sheet handy for reference.

4. To review text(Books, articles, etc.): Read for concept/content. Decide if emotions are dealt with in this material. Look for skills. Since you are reading for "Options" look for:
    a. evidence of stereotyping
    b. male or urban orientation
    c. too technical job descriptions
    d. boring or petty detail
    e. assumption by the author that everyone who wants to succeed must go to college.

5. To review films: Look for all of the above objectives. Decide if the music or narration of the film would appeal to teens. Does the film take a condescending attitude? Does the action seem real or made up? The narrator should not use "big" words or technical language and her/his tone of voice should be varied.

6. Jot down impressions and notes on scrap paper as you review.

7. Form an opinion of the material. Do you think it is good for "Options" or not? Can it be adapted?

8. Fill out curriculum activity file sheet.

9. Return all borrowed material.

OPTIONS Class Session Feedback

APPENDIX F

Name:______________________________________ Session Date:______________

Options Unit

(please check one)

_____ Understanding Women in Our Area

_____ Life Planning

_____ Decision Making

_____ Women's Lives and Careers
(Case Name:____________)

Teacher's Guide Day #_____

Session Profile

(a) Number of students in class: _____Female _____Male

(b) Number of students actually participating in activity: _____Female _____Male

(c) Number of other adults present:

_____OPTIONS staff
_____Student teacher
_____Aide
_____School administrator
_____Other (please specify) ______________________________

(d) Please describe briefly in what ways the activity varied significantly from the description in the OPTIONS Teacher's Guide:

(1)

(2)

(3)

(e) Please check one for each statement:

	Extensively	A good deal	A little	Not at all
Students participated in a class discussion:				
Students were involved in group tasks:				
Students worked on individual tasks:				
Students worked on homework activity:				

Name:____ Unit:_____ Day:_____

Session Profile continued:

(f) Please describe briefly issues or points raised in the class discussion:

(g) What was the most important thing that the class learned from this session?

(h) Did the class learn anything not anticipated by the session objectives?

Activity Analysis: Please use the space below to comment on specific activities. Any comments or suggestions you can provide of a specific or general nature will be useful to the final revision of the Options curriculum.

COMMENT/EVALUATION

Name:______________________________ Unit:____ Day:____

Personal Reactions:

(please circle one number for each statement)

		Strongly Agree	Agree	Disagree	Strongly Disagree
(a)	Students seemed quite interested in activity/class	1	2	3	4
(b)	Overall, little progress was made toward meeting objectives	1	2	3	4
(c)	Session seemed to lack depth or purpose	1	2	3	4
(d)	Session included enough time to do intended activity	1	2	3	4
(e)	Session required strong teacher direction to work	1	2	3	4
(f)	Curriculum materials and teacher's guide were adequately helpful	1	2	3	4
(g)	I enjoyed teaching today's class	1	2	3	4
(h)	This session needs considerable revision	1	2	3	4
(i)	This activity should not be kept	1	2	3	4
(j)	I could have used more help from OPTIONS in preparing for this session	1	2	3	4
(k)	This session fit well into the sequence of this unit	1	2	3	4
(l)	I could have used another pair of hands in this session	1	2	3	4
(m)	All of the necessary materials for this session were provided by OPTIONS	1	2	3	4

OPTIONS Homework Feedback

Name:______________________________ Date:______________

Unit Number: ____1 ____2 ____3 ____4

Day Homework assigned #____

Please circle one number for each statement regarding this homework assignment:

		Strongly Agree	Agree	Disagree	Strongly Disagree
(a)	The assignment was the right length	1	2	3	4
(b)	The directions were clear	1	2	3	4
(c)	Most students completed the homework assignment	1	2	3	4
(d)	Students appeared to enjoy doing the homework assignment	1	2	3	4
(e)	Some students were uncertain about how to complete the assignment	1	2	3	4

The most frequent student excuse for not completing this assignment was:

How did you handle incomplete homework assignments with students?

Other comments:

Student Evaluation

UNIT NAME: ______________________________

We would like to know how you felt about participating in this unit in our experimental project. Please answer these questions as honestly as you can and feel free to make any other comments you think we should know.

What best describes your feeling about this unit? (circle one number for each pair of words)

exciting	1	2	3	4	dull
logical	1	2	3	4	confusing
useful	1	2	3	4	useless
serious	1	2	3	4	silly
different	1	2	3	4	same old stuff
fun	1	2	3	4	boring
went too fast	1	2	3	4	too slow

Which activity did you like the most? ______________________

Which activity did you like the least? ______________________

Comments:

APPENDIX H

SITE COORDINATORS' RESPONSIBILITIES

Model A and B

Month	Task
September	1. Attend five day Orientation Workshop
October	1. Identify teachers for the adaptation team 2. Facilitate adaptation team: Unit I, adapted and mailed to the OPTIONS office 3. Identify site teachers (experimental and control) not on the adaptation team 4. Facilitate site visit of the OPTIONS staff: New Mexico and Tennessee
November	1. Administer the Profile of Occupational Interests (POI) 2. Facilitate adaptation team: Units II and III, adapted and mailed 3. Facilitate site visit of the OPTIONS staff: Nebraska and Oregon
December	1. Facilitate adaptation team: Unit IV, adapted and mailed 2. Evaluation report of adaptation process by site coordinator and adaptation team

Model A Only

Month	Task
January	1. Workshop for experimental teachers: Unit I and II 2. Administer Teacher's Attitude Survey (pre) 3. Administer pretest
February	1. Workshop for Units III and IV 2. Classroom visitations 3. Facilitate site visit of OPTIONS staff: Nebraska and New Mexico
March	1. Classroom visitations
April	1. Classroom visitations
May	1. Classroom visitations 2. Administer post-test 3. Facilitate site visit of OPTIONS staff: Nebraska and New Mexico 4. Administer Teacher's Attitude Survey (post)
June	1. Wrap-up of tasks

APPENDIX I

PROPOSED BUDGET FOR FIELD TEST SITES ---- MODEL A

CONTRACTURAL

1. Site Coordinator (1 per site)	$4,000.00
2. Cooperating Teachers (8 per site)	
a. Adaptation Team - Experimental classroom (2 per site)	
2 x $25/day consulting x 12 days	600.00
2 x $4/hour for report writing x 25 hours	250.00
2 x $100/school building (honorarium)	200.00
b. Adaptation Team - Control classroom (2 per site)	
2 x $25/day consulting x 12 days	600.00
2 x $50/school building (honorarium)	100.00
c. Experimental Classroom Teachers only (2 per site)	
2 x $5/hour for report writing x 25 hours	250.00
2 x $100/school building (honorarium)	200.00
d. Control Classroom Teacher only (2 per site)	
2 x $50/school building (honorarium)	100.00
Sub Total	$6,300.00

ON SITE TRAVEL

1. Site Coordinator travel for meetings with superintendents, principals, etc.	
10 trips x 190 miles round trip x $.12/mile	$ 228.00
2. Site Coordinator travel to schools for administration of P.O.I.	
4 trips x 190 miles round trip x $.12/mile	91.20
3. Adaptation Team members travel to meeting site	
4 members x 190 miles round trip x $.12/mile x 12 trips	1,094.40
4. Experimental Classroom Teacher travel to training workshops	
4 teachers x 190 miles round trip x 2 meetings x $.12/mile	182.40
5. Site Coordinator travel to schools for administration of pre-post tests	
16 trips x 190 miles round trip x $.12/mile	364.80
6. Site Coordinator travel to teaching sites	
16 trips x 190 miles round trip x $.12/mile	364.80
Sub Total	$2,325.60
GRAND TOTAL	$8,625.60

September 1977

PROPOSED BUDGET FOR FIELD TEST SITES ---- MODEL B

CONTRACTURAL

1. Site Coordinator (1 per site - Sept.-Jan.)	$1,500.00
2. Cooperating Teachers (8 per site)	
a. Adaptation Team member - Experimental classroom (2 per site)	
2 x $25/day consulting x 12 days	600.00
2 x $50/school building (honorarium)	100.00
b. Adaptation Team member - Control classroom (2 per site)	
2 x $25/day consulting x 12 days	600.00
2 x $50/school building (honorarium)	100.00
c. Experimental classroom only (2 per site)	
2 x $50/school building (honorarium)	100.00
d. Control classroom only (2 per site)	
2 x $50/school building (honorarium)	100.00
Sub Total	$3,100.00

ON SITE TRAVEL

1. Site Coordinator travel for meetings with superintendents, principals, etc.	
10 trips x 80 miles round trip x $.12/mile	$ 38.40
2. Site Coordinator travel to schools for administration of P.O.I.	
4 trips x 80 miles round trip x $.12/mile	460.80
3. Adaptation Team members travel to meeting site	
4 members x 80 miles round trip x $.12/mile x 12 trips	96.00
Sub Total	$ 595.20
GRAND TOTAL	$3,695.20

September 1977

OPTIONS PROJECT
SITE COORDINATORS' ORIENTATION WORKSHOP
September 12-16, 1977
Hanover, New Hampshire

Arrival: Sunday, September 11, 1977 Housing: Norwich, Vermont

GOALS

1. Formation of group with shared goals and ownership.
2. Provide information and tools to use curriculum.

ASSUMPTIONS

1. Commitment to project.
2. Will have read the curriculum.
3. Some idea of who teachers will be, etc.

AGENDA

Date	Time	Location	Who	Activity
Monday Sept. 12	9 a.m.-10	Options Office	Janet Bailey	Opening Introduction of Faith Dunne
			Faith Dunne	Introduction of staff and participants Questions: from site coordinators
	10-10:15			Break
	10:15-11:30		Lena Weaver	Sharing of materials from each area
			Lena Weaver/ Janet Bailey	Cooperation activity
	11:30-1			Lunch
	1 p.m.-3:15	Options Office	Janet Bailey/ Lena Weaver/ Faith Dunne/ Joyce Weingart	Get out on the table what OPTIONS is and is NOT: 1. What are we trying to do? 2. Values - how much is it legitimate to intervene in other people's value systems? 3. Career education 4. Classroom styles 5. Efficiency of cure - per se 6. Boys/rural/poor/non-college bound - what happens when you have people who do not fit the primary design? 7. Population characteristics

Date	Time	Location	Who	Activity
Monday Sept. 12 (cont.)	3:15-3:30	Options Office		Break
	3:30-4:30		Rogers Elliott/ Jan Strohbehn	Research results and next year's design.
	5:30	Lyme Inn		Leave for dinner (7:00 reservation)
Tuesday Sept. 13	9-10	Norwich, Vermont	Peter Kelman/ Janet Bailey	Curriculum development process
	10:00-10:15			Break
	10:15-12		"	Assignments to participants (segments of Unit I) Ten minutes to review assigned segment Each participant will teach or explain that segment. General discussion of Unit I: problems in teaching, selling, interests, adaptation issues
	12-1			Lunch
	1-3		Janet Bailey/ Lena Weaver	Unit 2
	3:00-3:15			Break
	3:15-4:30		"	Unit 2 (cont.)
	6 p.m.			Dinner - cookout at Faith's "rolling farm"
Wed. Sept. 14	9-10:30	Norwich, Vermont	Peter Kelman	"Game of Life - Choice or Chance"
	10:30-10:45			Break

Date	Time	Location	Who	Activity
Wed. Sept. 14 (cont.)	10:45-12	Norwich, Vermont	Janet Bailey/ Lena Weaver	Unit III - activity "Coping with Crisis" for areas
	12-1 p.m.			Lunch
	1-3		"	Unit IV
	3-3:15			Break
	3:15-4:30		"	Unit IV (cont.)
				Dinner - open
Thurs. Sept. 15	9-10:30	Options Office	Janet Bailey/ Jan Strohbehn	All the things you need to know about forms and procedures.
	10:30-10:45			Break
	10:45-12		"	All the things you need to know about forms and procedures. (cont.)
	12-1			Lunch - open
	1-4	Options Office	Janet Bailey/ Lena Weaver	Individual conferences - open time
				Dinner - open
Friday Sept. 16	9	Norwich, Vermont	Janet Bailey/ Joyce Weingart/ Lena Weaver/ Faith Dunne	Adaptation workshop
	10:30-10-45			Break
	10:45-12		"	Adaptation workshop (cont.)

Date	Time	Location	Who	Activity
Friday Sept. 16 (cont.)	12-1			Lunch
	1 p.m.-4	Norwich, Vermont	Janet Bailey/ Jan Strohbehn	Wrap up
	6:00 p.m.	Hide-A-Way		Leave for dinner (7:00 p.m. reservations
Sat. Sept. 17				Departure by 12 noon

TELEPHONE NUMBERS

Norwich, Vermont	(802) 649-1279
Janet Bailey	_______________ (home)
Celeste Martin,	(603) 643-2368 (home)

OPTIONS PROJECT
Hanover, New Hampshire
Site Coordinators' Time Line

pleted/mailing date	Process Activities
1977 Sept.12-16	5 day orientation for site coordinators.
Oct. 1	Identification of field site adaptation team.
Oct. 8	First meeting of site adaptation team. Materials should be read ahead of this meeting. ½ day credit.
Oct. 8	Site adaptation team complete Attitude Survey (Pre).
Oct. 9-12	Traveling team on site: New Mexico
Oct. 15	Identification of site teachers not involved in the adaptation process.
Oct. 17-19	Traveling team on site: Tennessee
Oct. 22	Unit I completed.
Oct. 22	Site teachers, not involved in the adaptation process, complete the Attitude Survey (Pre).
Nov. 2	Unit II completed.
Nov. 4	Profile of Occupational Interest (POI) administered.
Nov. 15-17	Traveling team on site: Oregon.
Nov. 18	Unit III completed.
Nov. 19-21	Traveling team on site: Nebraska
Dec. 10	Unit IV completed.
Dec. 15	Send to Options office, the workshop date for Units I & II.
Dec. 15	Units I & II received ate sites (complete package).

Time Line

Page 2

ompleted/mailing date	Process Activity
1978	NEBRASKA & NEW MEXICO ONLY
Jan. (early)	Workshop for Units I & II
Jan. (early)	As soon as possible; Curriculum pretest administered.
Jan. 15	Send to Options office, site teachers teaching schedule for Units I & II
Jan. 31	Send to Options office; teachers' daily feedback forms and STATEMENT OF PROFESSIONAL SERVICES. Unit I Xeroxed copies should be made.
Jan.-Feb. 15	Site teachers teach Units I & II.
Feb. (early)	Workshop for Units I & II
Feb. 22	Send to Options office; teachers' daily feedback forms for Unit II and STATEMENT OF PROFESSIONAL SERVICES. Xeroxed copies should be made.
Prior to May 15	Site teachers teach Units III & IV.
April 19	Send to Options office; teachers' daily feedback forms for Unit III and STATEMENT OF PROFESSIONAL SERVICES. Xeroxed copies should be made.
May 24	Send to Options office; teachers' daily feedback forms for Unit IV and STATEMENT OF PROFESSIONAL SERVICES. Xeroxed copies should be made.
Jan.-April	Traveling team site visits (dates negotiable).
May 31	Curriculum post-test administered in target classrooms. 4 experimental classes, 4 control classes.
May 31	Participating teachers complete Attitude Survey (Post).
June	ALL SITES: Final visitation by Options staff.

APPENDIX K

ADAPTATION TEAM

TEACHER (name) (school)	CLASS(ES)
1.	
2.	
3.	
4.	

NOT ON ADAPTATION TEAM

TEACHER (name) (school)	CLASS(ES)
5.	
6.	
7.	
8.	

NEW MEXICO

Adaptation Team Process Evaluation

Adaptation Process

The site coordinator prepared an adaptation guide during the recruitment of the New Mexico team which included adaptation pointers:

"Now to the task of adapting:

Please read, review and contemplate Unit One before the first meeting. What things need adapting? Make notes for sharing in the group work sessions. Here are some suggestions:

1. Do place names, people names, occupations, life styles, cultural patterns, economics, politics, and sex role expectations reflect New Mexico? What changes can be made to make these things more reflective of our kids so that they can more easily identify with the materials?

2. Are the activities appropriate for New Mexico young people? If not, how can they be changed?

3. Are the techniques suggested for teaching valid and appropriate? If not, how can they be changed?

4. Should more male examples be used? Where will this be appropriate?

We will want to decide how we will compile our suggestions for shipment to Dartmouth (Project Office) during our first meeting as a team. Will you think about this before the meeting?

Be sure to keep a record of your preparation time and a record of your travel for submitting for reimbursement. If you have any questions, please call me collect.

A calendar of our activities is enclosed. It is specific to your individual involvement in the field testing of the curriculum in New Mexico."

Pre-Meeting Preparation

The calendar noted that members of the adaptation team would want to review, make notations, and familiarize themselves with the units before our meetings. In addition, correspondence was prepared before each meeting to remind the adaptation team of the details of the upcoming meeting.

The four team members and the site coordinator each reviewed the materials individually and made notations, identified problems and prepared alternative suggestions for adaptation on notepads provided by the site coordinator when the first two units were mailed to each team member.

Telephone calls were made to each member of the team during the week by the site coordinator to answer any questions, give encouragement, and to verify our meeting date and time. Teachers were referred to local resource people where there were questions on local reactions to activities or materials. These resource people were identified through the site coordinator's work in the Department of Education. Since she had worked in each of the selected school districts, bringing in the OPTIONS curriculum and finding local consultants was a simple matter. The New Mexico team agrees that bringing in the curriculum through the site coordinator's contacts has been an asset in working with the curriculum in New Mexico school districts.

We discovered that each team member spent between five and nine hours in preparation (reading, noting, reviewing, researching and talking with local consultants in and out of the schools) for our meetings. Our meetings proved that this preparation was important. The members of the team had an overview of the entire unit (objectives, activities, etc.) and of the adaptations that would be appropriate for their unique populations and districts. The preparation allowed us to meet prepared with coherent concerns applicable to each teaching site before the time to compromise.

Indeed, this preparation was crucial to our meetings. Much work had to be done by each teacher for their area before our meetings. For example, Bernalillo High School has students from Cochiti Pueblo, Santo Domingo and Santa Ana Pueblos. While general ignorance of Indian people implies that what is good for the Cochiti is good for the Santo Domingo, we know that there are two languages and cultures in these Pueblos. Bernalillo also provides education for some Zia and some Sandia.

That's not all. Students also come from Pena Blanca and from Bernalillo. Pena Blanca is a small, very old community of Spanish heritage students. In Bernalillo there are Spanish heritage students, Mexican heritage students and Chicanos, and French, Arabs and Lebonese. Other non-these listed (sometimes erroneously referred to as Anglos). Farmers, ranchers, businesspeople, state employees, welfare families. The teacher had lots of compromising to do before she ever got to the meetings.

Magdalena school works with Navajos and with Mexican Americans and Chicanos and "Anglos." The Navajo group in the Magdalena schools is somewhat isolated from the Navajo nation - Alamo. This group split off and hid in the mountains near Magdalena and was not found for many years. This tribe, like the Pueblos, is influenced by the Bureau of Indian Affairs - (The BIA... whose anacronism is frequently translated as "Bunch of Incompetent Anglos" by Indian people here) but more so. Among the Navajo, there is a history of people who have been uprooted for their early years and set in distant boarding schools. Magdalena teachers know their students to have only immediate goals and very low reading level. Issues on child bearing out "of wedlock" in other communities are no issue here (for example) since all children are accepted into the parent's family. Incest is dealt with much differently (unaccepted) among the Navajo than it is among other groups.

Since many groups in New Mexico were "tamed" under the violent (often) and powerful arm of the Spanish explorers, they were "co-tamed" under the arm of Catholicism. In some groups it was accepted, in some accepted under duress and in others not accepted but allowed to co-exist with Indian religion, in others not accepted at all. At the same time, Protestant churches were established as "missions" further confusing the issue (opinion of this writer) and further creating stress in the groups.

Another participating school is Wagon Mound. A community of predominately Spanish language heritage kids - mostly identifying themselves as Spanish or Chicano (politically different, perhaps different in heritage), mostly Catholic. The community itself is politically in the hands of "Anglos" and has a smattering of western European people. The Spanish language may seem the same, but some of it is influenced by genealogy that differs from others. As well (as if that is not enough) this community like many in which live Spanish language heritage people, there is this issue of "acculturation" and generations. Early settlers to New Mexico (from Mexico and from Spain) lived under the rule of Spain, Mexico, the Confederacy, of the Pueblos and the United States, at different times. Some generations have worked hard to "acculturate" their attitudes and language. Later generations have wanted to return to their culture and have brought the scorn of not only the dominant culture but older people of their own culture.

It is very complex.

Adaptation Team Meetings

We began our meetings and each meeting with a sharing time of general concerns that had arisen in our preparation time. Since the four adaptation team members each come from communities that reflect a variety of different cultural, economic, social, spiritual, linguistic, geographical and physical differences, we had to come to terms with these differences. (The team was identified by the site coordinator with emphasis on these differences.)

We took care of technical processes such as how to record the adaptations (we took turns in each unit) and who would prepare them for mailing, etc., during our first meeting and then turned to larger issues such as "How much should, can, we change in the materials and still maintain the integrity of the curriculum?"

The coordinator's training by the Options staff provided answers for this and questions like it.

We then went through a discussion of the general objectives of the unit and how appropriate it would be in our areas - what cultural objections might come up and what problems there might be (and positive suggestions for effectively dealing with these problems) in presenting the material in the four areas (and all over the state).

In this way (pre-meeting discussion) we alerted each other of the issues that we would be bringing up during our work together. This sort of put us in one mind.

Then we got down to the nitty gritty: we went through each unit page by page to discuss the ideas and changes that the team had made individually and discussed until we came to a consensus for each notation. That change was submitted to the Project.

Some of the issues that we identified as important to our adaptation process were:

Cultural Differences - Example: What is a job you can create? Some groups would NEVER put down taking in laundry. Others would think only of Jewelry making in the home.

Religious Differences - Examples are above.

Mobility - Many students have never left the area in which they live. For some the bus ride to school is the extent of their travel. They may leave, but will likely come home as adults. In addition, many people (such as the Navajos and Alamo) are geographically isolated. While the Santo Domingo can catch the Greyhound bus at the highway and come into Albuquerque (or drive).

Family and Community Coherence - The family and extended family concepts, the ethnic/language community, the clan concepts are ways of life. In some cases the terms "brother" or "sister" or "relative" mean something different to different groups. Status in a community and the personal freedom and mobilities of individuals are often determined by the family/clan/tribe in which one is a member. It does not change. If one is born the descendent of Spanish landholders, for example, they are different from one who is a descendent of Mexican immigrants (who came in to work for the Spanish). If one is born into a clan of the religious leader, for example, and is in line for that position, no political or monetary enticement can remove that person from the reservation.

Moral Values - Example: In some communities a person arrested for injuring another person in defense of one's pride, family, or religion would be seen differently than in others. In some communities, a woman who has a child out of "wedlock" is no different than one who is married and has a child while in another community the first woman might be shown great scorn. (And both communities may speak Spanish!)

Money Values - Example: In Mora, I have heard people say, "Sure we live poor, but I will never leave this rich country. It is mine." In other communities in New Mexico, a person's worth is determined by a person's money. In some communities, we find third generation welfare people. It is accepted. In other communities, people might starve before taking welfare. In still others, there is such a communal sense that no one starves. Maybe no one eats well, but no one starves. In others, we may find the prime use of money is to buy alcohol. New Mexico is a state at the bottom of the economic rung. We rank 47th in economic status (per capita income). Yet, there are some of the richest people in the southwest in New Mexico. An incredible percentage of New Mexicans are state or federal employees. Federal programs are daily household words.

Change - There are communities in New Mexico that still practice the penitente religion, speak archaic Spanish, and are much like they were when established. They perpetrate the status quo and stubbornly resist change. Other communities (like Grants) are considered "boom towns" and are growing at atomic proportions.

The Role of Women - Example: Among the traditional Spanish language heritage family (gross generalization) the male is reversed. Among the Indian, it is clear that the women have much power. It is the woman (gross generalization) who run the federal programs in many of the reservations. In others, the religious and political leaders (not the same people) are men. Women are not allowed to be members of the tribal councils. Women who marry outside their tribe (even with a neighboring tribe) lose their rights in the tribe and their children may not be accepted by either tribe. If a child is born without a father, however, it is accepted at 100% of the mother's tribe. As a general rule, there are few women in administrative positions - either educational or in the business world in New Mexico.

Teaching Techniques - Sometimes well meaning teachers get in trouble because of their ignorance of local customs (which, I pointed out, vary). The Navajo, for example, will not eat green beans with mushrooms at a school supper. Even though the well meaning teacher checked all the local customs of preparing the meal in the chapter house in Alamo, got permission (a rare thing) to do it in the community. We learn the hard way.

Since there are pockets of Mormons in New Mexico, also, teachers have found themselves in trouble for mentioning child birth, child rearing, and pregnancy prevention.

As we discussed activities, we shared resources and ideas on how to implement them in classrooms. We found that we had to research additional information for certain units:

School Records
Vocational Resources
Welfare
Statistics

The members of the adaptation team volunteered to take certain responsibilities and share them at the next meeting.

In Magdalena, the teacher encouraged students to find local resource people for local history and has since tape recorded Navajo history of Alamo from an old grandfather (and old out here is OLD). I met a man in Acoma who remembered when the peace canes were brought from President Lincoln's administration (Put that on one of your New England signs and smoke it!)

Post-Meetings

Members of the adaptation team found it helpful to share with key school people in their districts what they were doing and what would be happening. They have developed a network of support from their schools and communities already.

It is clear that the adaptation team teachers will have much more advantage when they begin teaching.

NEBRASKA ADAPTATION TEAM'S PROCESS AND REFLECTIONS

I. Groundwork

A. Opinions of the teachers include:

1. It is appropriate to contact the highest administrative office (superintendent) in school and work down.

2. Communication between administration and teacher should be encouraged. Responses to initial contact from site coordinator included:

    a. Course content requested
    b. Dartmouth image impressive
    c. Project discussed and encouraged
    d. Administration interest divided
    e. Administration's initiative lacking at some schools
    f. Administration supportive since project is being done cooperatively by Dartmouth College and Chadron State College
    g. One administrator assumed teacher already knew of the project, when teacher really did not
    h. Written letter from site coordinator not often acknowledged by administration
    i. Teachers were not informed by administration about the project (Project description blurb)
    j. May be helpful to offer project description blurbs to teachers as well as to their administrations.

B. Groundwork completed by the site coordinator prior to the first adaptation team meeting includes:

1. Tentatively selecting schools and teachers for each segment of the experimental design. It was helpful to have these schools and teachers in mind when the site coordinators met with the Options staff in September.

    Criteria used for teacher selection is described in Section 2.

    Criteria used in selecting schools included:

    a. Rapport between administration and home economics teacher
    b. Distance from Chadron
    c. Quality of the home economics curriculum
    d. Community size
    e. Home economics class size
    f. School's reputation for cooperation with Chadron State College
    g. Administration's support for the home economics program
    h. In some cases, the school board's support for the home economics program

2. Completing administrative details on the Chadron State Campus such as:*

    a. Negotiating service charge
    b. Negotiating mileage charge for use of state cars

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*Note: Items a-f, and k resulted from the subcontract to Chadron State College to ensure proper reimbursements and release time for the site coordinator.

c. Arranging release time and finding suitable personnel to teach those classes
d. Negotiating site coordinator's salary and how it will be paid
e. Informing the Division Chairman, Dean, Vice President of Academic Affairs and President of the College of the scope of the Options Project as well as responsibilities and benefits of participating in it
f. Meeting with the business office to set up a budget code, setting up a budget code also entailed writing a letter to the Lincoln business office outlining the amount of money which would be involved.
g. Enlisting cooperation of other home economics staff since they would probably be inconvenienced at times when site coordinator is off-campus on Options-related work
h. Briefly explaining to home economics students the Options Project and Chadron State College's involvement. They not only learned from the experience, but they are also more understanding about changes in structure and advising times due to site coordinator's responsibilities.
i. Hire a responsible, accurate typist who could type at irregular intervals and quickly
j. Setting up a filing system in our cramped quarters
k. Setting up an accounting system to keep records of expenditures and budget allotments

This segment of the groundwork required virtually all of the site coordinator's time (out of class) for about a week and a half plus some evenings.

3. Contacting participating schools

a. Initially each superintendent, principal, teacher and some guidance counselors (not all schools had one) were contacted by phone. The project, cooperation between Chadron State College and Dartmouth College, and benefits and responsibilities of their school was briefly described to each administrator and teacher. Guidance counselors were asked to help in administering the P.O.I.
b. Two principals wanted written descriptions of the curriculum before final approval, so they were sent to them.
c. Each school agreed to participate; therefore, a letter was sent to each principal and superintendent repeating their school's benefits and responsibilities. With hindsight I now feel the teachers would have also appreciated such a letter.
d. When the site coordinator went to schools to administer the P.O.I., principals who had not previously received them received a copy of the curriculum description.

a, b, and c of the groundwork required virtually all of the site coordinator's time (out of class) for a week.

II. Actual Meetings

A. Coordinator

1. Before the first meeting
    - a. Select a committee:
        - (1) 3 to 5 is a good number to insure all necessary changes are made and still be a manageable size. This number will fit around a kitchen table with 2 leaves and provide a varied menu for potluck.
        - (2) Committee members should be teachers who are eligible to use the curriculum.
        - (3) Members should be very familiar with the area for which the adaptation is being made but need not be native to the area. A mixture of native and non-native members would be good.
        - (4) Members should have a feel for the attitudes, value structures and individual differences in the area.
        - (5) Members should be sensitive to what is acceptable (and unacceptable) in the school and community.
        - (6) Members should be reliable, cooperative, creative, intelligent, punctual, good cooks, witty, possess a sense of humor, and have understanding families--JUST LIKE THE COMMITTEE IN NEBRASKA!
        - (7) Number of years of teaching experience, variety of experience and choosing people who know each other may or may not be relevant, but should be considered.
    - b. Plan an agenda
    - c. Provide participants with:
        - (1) Material to be adapted and other basic information
        - (2) A bit of the types of changes that may need to be made so participants will know what to look for in their pre-session review of materials.
        - (3) A statement of the expected end result of the adaptation effort
        - (4) Time and place of the first meeting. Consider beginning your adaptation work early in the fall before sports and other activities begin or in the summer
        - (5) A list of things to bring to the meeting, such as: taco salad, wine, cheese, crackers, paper, pencils, eraser, and toilet tissue.

    Agendas should be planned, materials disseminated and committee responsibilities outlined prior to each meeting.

2. During the meeting
    - a. Outline meeting format at the beginning and hand out agenda
    - b. Provide ample breaks
    - c. Cover curriculum page by page for specific changes
    - d. Act as a leader and accept group consensus
    - e. Note changes and indicate them on one master copy
    - f. Be able to exercise the option of keeping everyone on the subject, without eliminating the possibilities for creative discussion
    - g. Set meeting dates at first group meeting so that ample notice may be provided. Optional dates are helpful.

B. Teachers

1. Before the first meeting

a. Review material
(1) Allow 4-6 hours a unit to read and make changes. Meetings could become intolerable if not prepared.
(2) Before meeting with the group, make a list of possible changes to avoid omitting any. Those changes could include:
(a) Occupations
(b) Geographical changes
(c) Alter colloquialisms
(d) Individual, family and community values
(e) Distances and the implications of longer distances
(f) Family names
(g) Clear, organized directions
(h) Community organizations and resources

2. During the meeting

a. It is essential that everyone be prepared
b. Everyone should feel free to make personal comments about the curriculum
c. Argue enough to keep everyone awake!
d. The absorption level is reached after four or five hours. Length of the meetings depends on the distance group travels to attend.
e. Complete one unit at a time
f. The meeting environment should be comfortable and conducive to the group and their work.

III. Contact Community People

A. Superintendent

1. Need copy of student records policy on confidentiality. Our adaptation team found this to be easy and readily accessible

B. Guidance Counselor

1. To administer P.O.I. and/or set up date and time to give the administration of the P.O.I. seemed to run smoothly

C. Teachers

1. Other teachers in school system should be contacted to administer pre- and post-tests to control classes. We found our colleagues to be very cooperative

D. Community People to make Audio Tapes on Life Roles

1. Consider people who

a. Are cooperative
b. Have made options for themselves
c. Have had a variety of experiences
d. Are willing to share experiences (we usually found the teacher was more reluctant to ask than the people were willing to help; everyone was very cooperative.)

2. Try to have a variety of tapes to be able to offer more choices to the students
3. We tried to use non-professionals, but found both professional and non-professionals were useful

E. Nebraska Commission on the Status of Women
   1. Provided numbers and causes of divorces
   2. Provided statistics on employment of women with children
   3. Resource for finding information and coping with today's world as well as sources of financial aid to further education

F. Nebraska Bureau of Statistics in the State Department
   1. Provided a few statistics on women in the labor force. Less helpful than Nebraska Commission on the Status of Women

G. Vocational Coordinator of Chadron State College
   1. Provided general information on strengths of vocational program in the state colleges and some area vocational schools
   2. Suggested several resource people, both locally and statewide, who could provide vocational information

H. State Department of Education, Bureau of Statistics
   1. Not a source of much value, but did refer to other sources which were beneficial

I. Nebraska Department of Labor
   1. Identified a few apprenticeship opportunities
   2. Provided general locations of union headquarters
   3. Provided names of a few union leaders

J. AFL - CIO
   1. Provided little specific information, but was helpful in describing the general state-wide union situation.

K. Building Trades Local
   1. Identified available apprenticeship locations
   2. Informed us that there were no other locals near the Sandhill or Panhandle areas

L. Nebraska State Job Service
   1. Provided no information on vocational training opportunities
   2. Identified testing services available in the Panhandle

M. Pine Ridge Job Corps
   1. Described their vocational training opportunities for socially, culturally/economically disadvantaged youth
   2. Provided approximate wages a beginning worker could expect to earn in trades taught at the Pine Ridge Job Corps

   3. Did not know of any unions or union apprenticeships available between Denver and Omaha
   4. Requested that information obtained be given to them since they have not sought it before

N. Chadron Chamber of Commerce

   1. No information was obtained

O. Chadron City Manager

   1. No information was obtained

P. Dawes County Welfare Office

   1. Much help in clarifying current rules and benefits as well as who is eligible to receive welfare payments

Q. State Department of Education, Vocational Education Department

   1. Provided current information on area vocational schools and what trades are taught at each.

IV. Evaluation

A. Pay

   1. Pay is a good motivation, although people should be willing to help without pay being a factor
   2. Covering expenses helps avoid hardships, expenses include mileage, meals and time.
   3. The amount of money paid by the Options Project was ample

B. Meetings

   1. Meetings could be set up as a summer workshop, rather than during the school year
   2. Teachers should be available to work on curriculum during the summer
   3. Due to distances involved and employment, weekend meetings were the only viable alternative

C. Location of Meeings

   1. We should have all met in New Hampshire in the fall!
   2. The meetings should be organized on the theme that "all work and no play makes Jane a dull person"
   3. A central location was used for the meetings
   4. The space rental for the meetings was determined reasonable (Note; The Nebraska team met at the site coordinator's home)

D. Dartmouth Visitation

   1. The visitation was deemed beneficial and enjoyable
   2. Questions and answers were completed, insight was gained, and much information was gathered

3. Personnel's background was revealed as were the reasons and rationale for the project. The personal contact shared was a real benefit
4. The commitment shown by these persons was evident; one person was impressed and she usually has good sense
5. We were surprised to find how nice and interesting the Traveling Team were
6. The maple syrup was good and enjoyed by all!!!!
7. It was nice to meet at someone else's for a change

E. Time

1. We might not have come to the last meeting if we did not feel the others were productive, but they were
2. If any time was wasted, it was due to our involvement in discussing other things

F. Materials from Dartmouth

1. All materials, except those for the first meeting, were sent in plenty of time
2. At the end of every day, a comment sheet of a different color should be inserted for use by the teachers. The adaptation team would have liked to have kept these sheets
3. Numbers on each page would have saved much time and confusion
4. The looseleaf notebook provided by Dartmouth was good and essential to the project. The pockets on the inside were also helpful. "Dartmouth" printed on the front would have been nice!
5. We felt there was a need for each curriculum kit to contain a green and white rugby shirt, with the Dartmouth logo on the left side. So far we are missing the following:
   1 large - short sleeves
   1 large - long sleeves
   3 medium - long sleeves
   Plus, maybe even one for the site coordinator's spouse for putting up with us! (large - short sleeves)
6. Two graduate credit hours from Dartmouth would also be nice!

G. Knowing what you know now, would you participate again?

1. All members of the adaptation team answered yes
2. The following reasons were given to the question why:
   a. Needed to work on curriculum
   b. Like think-type activities
   c. Good professional improvement
   d. More aware and critical of other available resource material
   e. Improved ability to write case studies and role-playing situations
   f. Have become more aware of sex-discrimination in the classroom
   g. More aware of having to use curriculum which was not written for our area (we all need to be more adaptive)
   h. It was good to get together with colleagues as it provides motivation and an exchange of ideas

H. A - G were completed jointly by the adaptation team and the site coordinator. As site coordinator I feel a few additional comments are appropriate.

What successes in adaptation were achieved were probably due to the fact that the teachers were very professional. They all were happy to be paid for their efforts, but as one teacher stated, the time Options took them away from their families and experience missed with families has no price tag; therefore, professional improvement, enjoyment of the work and working with a curriculum they believed in were extremely important. Personalities of the team members were vastly different, but cooperation and a lively exchange of ideas made that a bonus, not a detriment.

Benefits important to these Panhandle teachers, though not critical to the Options Project, are also evident. These teachers have--exchanged teaching ideas, arranged exchanges of students to further development of FHA, promoted an upcoming legislative workshop and just promoted feelings that there are at least four other teachers near them that they can request help fom--while we were on breaks and eating meals. This, to me, is a big plus for the Options Project because home economics teachers can become so isolated out here on the Plains that these opportunities for a little boost become vital to their good feeling toward teaching and desire to continue improving their programs.

Each teacher in this group has become (not all were originally) good strokers. I feel each member had an improved self-image at the end of the adaptation process.

Finally, Dartmouth Options personnel should be pleased at the amount of commitment shared by these teachers. A common feeling was expressed when one adaptation team member, who is also an experimental teacher, remarked that she felt she was going to have to do a really good job teaching her curriculum because she wouldn't want to see so much work wasted and let so many good people down.

OREGON
OPTIONS PROJECT EVALUATION

Training Process

The Options staff did a really fine job of training the site coordinators. Meeting the development staff was particularly enjoyable. At the end of the week, I felt self-confident about what to do when I returned to Oregon. The continuing support system was important. The careful work accomplished during training continued in good support during all of my work in Oregon. Rapport with staff has been excellent and enjoyable. I have been grateful for the good communication and availability of assistance. In addition, I had fun. What can be better than to work and have fun at the same time!

Initial Contacts With Schools

Probably the most frustrating and time consuming part of the whole process was the initial contacts with school districts. The layers of authority necessary to wade through before ever reaching the classroom teacher turned out to be much more time consuming than anticipated. That kind of community development effort is absolutely essential to the success of the Project as was clearly illustrated by the superintendent who was unavailable at the time of the initial contacts and raised a fuss because he thought he had been bypassed. Other school administrators expressed appreciation at having been contacted and kept informed about what was going on. Many comments were made by school personnel regarding the need for curricula like the Options Project.

Liaison With School Personnel

A continuous flow of information was maintained with school personnel both by myself as site coordinator and by the Options staff in New Hampshire with people at the State Department of Education to the classroom teacher who would directly participate. This activity helped to allay some of the suspicion about those uppity Easterners. The other important activity which helped develop confidence was the numerous site visits to talk with teachers and administrators. The teachers who agreed to participate in the Options Project have been a joy to work with. Working with the adaptation team has been one of the most enjoyable group experiences that I have had. They were the very spirit of cooperation and dedication to the job to be done. Much of that is due to their belief in the need for this kind of curriculum.

Site Visits to Schools and Commitment of Teachers

The personal visit to each school is essential to gaining commitment from school personnel and teachers. Sitting down with a teacher and talking about the worth of the Options Project helps establish a mind set so that when the teacher begins reading the materials, there is already some understanding about them. She can then concentrate on how they can fit into her classroom. The materials were well written and easy to understand. Everyone who read them commented on how well organized they were. Once the commitment was made, follow up letters were important to both teachers and administrators.

Overview of the Options Project

The one hitch in the whole process was not having overview materials to give to school personnel, during the first contact, which they could keep and refer to when talking to their colleagues. I know that problem has already been solved and future site coordinators will have those materials ahead of time.

Planning the First Adaptation Meeting

The planning took place by phone and follow up letter with each member of the adaptation team. Materials were provided far enough in advance so that teachers had time to prepare for the meeting. Portland was selected for the meeting place because it was a central location for all of the teachers to get to.

Adaptation Session I

The first half of the initial meeting was spent orienting the adaptation team to the job to be done; getting acquainted; discussing methods of accomplishing the task; and developing a time line that would be convenient for everyone's schedule. The team had all prepared ahead of time to make the necessary changes in Unit I. Consensus was easily reached on changes which allowed the work to progress quickly.

Adaptation Session II

The second meeting was planned so that the team arranged release time from their schools so as not to break into their weekends with their families. This was agreeable to all principals. Only one school asked for substitute pay. Units II and III were adapted. The team was definitely enthusiastic about the curriculum. All appreciated the enormous amount of work that had been involved in its development.

Adaptation Session III

The team decided to work on Veterans Day which was a school holiday and again did not interfere with their week end with their families. Unit IV was the most time consuming and required the most changes. Generally speaking, the team felt that Oregon was not terribly different from Vermont and New Hampshire in terms of life styles. They all felt that relatively little adaptation was needed.

Project Staff Visit

The visit was important for the teachers to be able to meet the Options staff particularly in this site where they will no longer have a coordinator after January. It is equally important for the Options staff to see the schools where the testing will take place. Everyone enjoyed the visit and we saw parts of Oregon through rain, sleet, and snow with me feeling foolish having just said that Oregon had a temperate climate. The weather got worse after that!

New Assignments

The adaptation team responded positively to meeting in January to review the game and rewrite some scripts. Planning was done at that time to accomplish the evaluation. I had a strong feeling that the adaptation team was now a support group for themselves and would keep in touch with each other.

Money and Time

The adaptation team all felt that the reimbursement for their time was more than fair. This was influenced by their interest in the Options Project and their feeling that it was a worthwhile and needed curriculum. I share those feelings as the site coordinator. It took far more time than I had originally anticipated. But, I have found that true of all development projects that I have been involved with.

Communications

I cannot praise the Options staff enough for the good communications maintained throughout my association with the project. This is a big factor in the success of the project. Thanks.

Materials

Materials always arrived on time for teachers to use. They were appreciative. I was too, knowing a little bit of what the effort behind the scenes must have been.

Curriculum

Administrators, counselors, and teachers have read all or parts of the curriculum materials. The response has been positive in all cases. The teachers who will teach the curriculum have all commented on how well organized the materials were and how easy they will be to use. There seems to be no question about the fact that the curriculum is much needed and is relevant to the problems that young women face in rural areas of Oregon.

Recommendations

My concern is that the curriculum, when finally revised, be distributed widely throughout the country. I would suggest that you write a proposal to conduct regional workshops to train State Department personnel in the use of the Options Project's materials. I know there is an organization working on dissemination for all of the WEEA projects, but that may not be enough.

TENNESSEE
SUMMARY OF ADAPTATION PROCESS

The Tennessee Options Adaptation Team organized the following adaptation summary into three segments representing the three main phases of the adaptation process. The three topics to be discussed are (1) Time Spent on Own, (2) Adaptation Meetings, and (3) Outside Consultants and Resources.

Time Spent on Own

Each adaptation member organized her own time to fit her particular working style. Individual work sessions varied from 45 minutes to several hours spent in the evenings or on weekends. A general pattern for these sessions was reported: a quiet place free of distractions was essential, a designated portion of the curriculum was first read over from beginning to end enabling the adapter to gain an overall comprehension of the content. Next, the adapter reread the section, making the changes that she felt would make the curriculum more teachable in her own school setting. An interesting adaptation method was used by one teacher who said that she actually visualized a particular classroom of students and made her adaptations based on the needs of individual students in the group. Certainly, this is a method that would result in a curriculum well suited to Home Economics students in the Tennessee area.

As adaptation members worked independently there were numerous areas in which there were questions regarding terminology or other information required for the adaptation. These places were marked in some manner and were discussed when the entire adaptation team met.

Adaptation Team Meetings

The setting chosen for adaptation meetings is an important variable to consider. A table large enough for everyone to assemble themselves and their materials is required. A room with good lighting, ventilation and relative solitude is recommended. The Child and Family Studies building at The University of Tennessee, Knoxville, was selected by the site coordinator for the previously mentioned reasons and also because it is a fairly familiar landmark for most Home Economics teachers in Tennessee. Additionally, the availability of video-tape equipment and the close proximity to libraries influenced the choice.

The team members elected to work after school weekday afternoons and evenings in order to keep weekends free to spend with their families. Wednesdays proved to be the best day for us to meet due to the fact that local churches hold prayer meetings on Wednesday evenings; therefore, school administrators do not schedule any competing activities. We met on four Wednesdays.

The first order of business at all adaptation meetings was the filling out of forms. The site coordinator passed out travel expense and mileage forms which were filed to be sent in together at the conclusion of the adaptation process. In retrospect, it is obvious that the Statement of Professional Service Form should have been filled in as the adaptation process proceeded at each meeting. This practice would have facilitated the most accurate recording of time spent in the adaptation process. Waiting until the final adaptation meeting to complete this form resulted in a degree of predictable inaccuracy. The continuous reminding of adaptation group members to keep a close record of any time spent on adapting the curriculum is an important consideration.

Additionally, a statement provided by Options, i.e., a contract for each adaptation member, describing the adaptation process generally and listing the specifics of the financial arrangement would have eliminated the possibility of any misunderstanding. Most of the adaptation team members felt that the hourly rate paid for the adaptations was not sufficient; in fact, they felt that they would have preferred to complete the adaptations without pay. They felt that the curriculum itself would have been a sufficient incentive, but that if pay was to be involved they should have been paid as professionals.

All of the Tennessee Adaptation members reported that adaptation meetings were well organized and productive. Nutritious, for the most part, snacks provided by the site coordinator were consumed as the adaptation team worked. It was a strictly business-oriented group. Everyone was supportive and contributed to the group process. One teacher mentioned the fact that taking breaks or stopping for supper might have been advisable.

The adaptation process followed in the team meetings was a page by page perusal of the specified section. As the adapters read their collective adaptations, the site coordinator recorded them onto the clean copy to be mailed back to Dartmouth. Whenever there were questions, or problems, with the adaptations, the group discussed them and made decisions that were based on group consensus. Though we all worked together in one group, one team member suggested that working in dyads on certain sections and then coming back together as a group to compare adaptations might have been another method.

Use of Outside Consultants, Resources

Throughout the adaptation process there were numerous tasks that required assistance from other school and community resources. School personnel that were consulted by the Tennessee Adaptation members were the guidance counselor, the business education teacher, the librarian, other home economics teachers, and the principal.

Input from families, especially from husbands and children, was incorporated into the adaptation process as team members worked in their homes. Several of the team members had children who were close to the age group targeted by the Options curriculum, providing them a mini-sample of local high school student opinion and perception.

Community resources were also incorporated into the adaptation process. The Tennessee Employment Security Service and the State Employment Office were consulted to locate relevant statistics. Individual team members also mentioned consultations with various community business people.

Recommended additional community resources included non-home economics teachers, women in non-traditional careers, traditional homemakers, social workers and home-school coordinators. It was stated that such persons could make a worthwhile contribution to the adaptation process by providing differing points of view on issues discussed in the curriculum.

In conclusion, the Tennessee Adaptation Team felt that the adaptation process described in this report was a productive and successful one. Each team member mentioned the excellent compatibility and professional rapport of the group. This is probably the most important factor in the adaptation process and is accomplished by selection of team members who are dedicated to the improvement of educational and life options for their students.

APPENDIX M

NEW MEXICO - EXPERIMENTAL TEAM TEACHER MEETING

OPTIONS PROJECT

January 13, 1978

Department of Education Building

ADENDA

10:00	Introduction and Coffee
10:30	What has happened so far? The Adaptation Process Jacqulyn Budagher Barbara Cooper
10:45	Paper Work Reimbursement Vouchers Request for Payment of Subs Reporting Procedures during Teaching Teaching Schedules Meeting for Units III and IV - 2/10 Set April Date for Meeting and Evaluation - 4/14
11:15	UNIT I - REVIEW
12:30	Lunch - The Pink Adobe
2:00	UNIT II - REVIEW
3:30	Preparation of Tapes for Unit I - Release Forms
4:00	Wrap Up - Discussion of Photography and Diary

SURVEY OF OCCUPATIONAL AND CAREER INTERESTS: FEMALE VERSION

Directions: Please complete all the questions on a page before going on to the next page.

1. Name of the high school you attend ____

2. What grade are you in? (circle one) 10 11 12

3. Sex: male ______ female ______

4. Age: __________

5. What types of courses are you taking or planning to take in high school? (check as many as apply)

a. ________ college preparatory
b. ________ general
c. ________ vocational
d. ________ business
e. ________ other

6. Have you ever had a job? yes ________ no ________
if yes,

a. was the job full time ________ part time ________ summers ________
b. doing what? ____

7. Do you plan to take any job training after high school? yes ________ no ________
if yes,

a. what type? ____
b. where? ____

8. a. What is your mother's current occupation?____________________________
if not currently working, what was her last job, if any? ________________

b. What is your father's current occupation? ____________________________
if not currently working, what was his last job, if any? ________________

9. One year after you finish or leave high school:

a. where (what place) do you hope or expect to be living?
Check one:
________ at home with my parents
________ in my home town
________ in my home state
________ elsewhere

b. who do you expect to be living with?
Check one:
________ with my parents
________ with my husband/wife
________ with a friend or friends
________ by myself
________ with a relative

10. What jobs or careers are open to non-college-bound women?

11. How would you find out about jobs in your community?

12. Have you been given any information in school about job opportunities after high school?

    a. yes ________ no ________

    b. if yes, what kind of information? ______________________________________

    c. who gave you the information? ____

13. Have you ever been to the New Hampshire Office of Employment Security, Vermont Job Service, or Vermont State Employment Office? yes ________ no ________
If yes,

    a. where is it located? ____
    b. did you go on your own? yes ________ no ________
    c. did you go as a class assignment? yes ________ no ________
    d. did you feel that the visit was helpful to you? yes ________ no ________

14. a. How helpful do you think courses in high school are in preparing you for a job?

    1. ________ very helpful
    2. ________ moderately helpful
    3. ________ only a little helpful
    4. ________ not at all helpful

    b. If any of your courses are at all helpful, which ones are they?

    c. Are you taking them? yes ________ no ________

    d. If you are not taking them, why not?

    1. ________ don't like the teacher
    2. ________ doesn't fit in my schedule
    3. ________ too much work
    4. ________ not interested in the subject
    5. ________ other - please explain:

15. *Are there courses that you think would help prepare you for a job that are not being taught in your high school? yes ________ no ________*
If yes, what are they?

16. *Do your teachers ever talk about how their subjects relate to actual job situations? (ex: How math might be used in accounting)*
(How chemistry might be used in nursing)

a. ________ done frequently by several teachers
b. ________ done frequently by one teacher
c. ________ done occasionally by several teachers
d. ________ done occasionally by one teacher
e. ________ hardly done at all by any teacher

17. *If you want advice about getting a job after leaving high school, who in your school would you talk to?*

a. ________ teacher (if you check this, what course?____________________)
b. ________ job counselor
c. ________ guidance counselor
d. ________ work study counselor
e. ________ other, please specify ____

18. *a. How much help has your guidance/job/work study counselor given you in planning for your future career?*

1. ________ a lot
2. ________ a little
3. ________ none at all

b. If your counselor has helped you at all, what kind of help did you get?

1. ________ information about jobs you might be good at
2. ________ information about actual job openings
3. ________ arranging interviews for actual jobs
4. ________ information about training needed for certain jobs
5. ________ other, please explain: ____

19. *Have your parents given you help in planning your future career? yes ________ no ________*
if yes, what kind of help?

a. ________ they helped me choose a job or career to plan for
b. ________ they have encouraged me in my own choice

20. *Which parent has given you the most help/advice?*

a. ________ mother
b. ________ father
c. ________ both the same
d. ________ neither

21. *Where did you get the idea for the job or career you would like?*

- *a. ________ teacher*
- *b. ________ friend*
- *c. ________ relative*
- *d. ________ T.V.*
- *e. ________ movie*
- *f. ________ book*
- *g. ________ from my parents only*
- *h. ________ thought of it on my own*
- *i. ________ other: ______________________________*

22. *a. How much need do you think there is for a course offered during high school that is especially designed to help students make decisions about what they will do after high school?*

- *1. ________ a lot*
- *2. ________ some*
- *3. ________ none at all*

b. What should be included in such a course?

- *1. ________ understanding yourself*
- *2. ________ how to make decisions*
- *3. ________ knowledge of kinds of jobs*
- *4. ________ knowledge of job training opportunities*
- *5. ________ how to manage money*
- *6. ________ knowledge of job openings*
- *7. ________ how to manage marriage and an outside job*
- *8. ________ how to take part in an interview*
- *9. ________ how to know what type of jobs are best for you*

23. *When you leave high school, do you think you will be prepared for either future education or a job?*

- *a. ________ yes*
- *b. ________ no*
- *c. ________ uncertain*

Please explain:

24. *When do you think would be the best time to present career information to students?*

- *a. ________ junior high*
- *b. ________ freshman year (9th grade)*
- *c. ________ sophomore year (10th grade)*
- *d. ________ junior year (11th grade)*
- *e. ________ senior year (12th grade)*
- *f. ________ never*

25. *Do you want to work? (check one)*

- *a. ________ extremely eager to work*
- *b. ________ quite willing to work*
- *c. ________ willing, but not eager*
- *d. ________ don't want to work*

Please explain your answer:

26. What do you think you have to offer an employer?

27. When you think about jobs you might like, which of the following things do you consider?

Place an "M" in front of the FOUR things MOST important to you.
Place an "L" in front of the FOUR things LEAST important to you.

a. ________ whether or not you would be good at the job
b. ________ whether or not you know a lot about the job
c. ________ how much it will pay
d. ________ where it is located
e. ________ whether it might lead to a better job
f. ________ what kind of people you would be working with
g. ________ who the boss is
h. ________ how much vacation time is allowed
i. ________ whether or not you would be free to make decisions about your own work
j. ________ whether or not it is a job you can keep for a long time
k. ________ whether or not you would learn something from the job
l. ________ whether or not you can choose your own work hours
m. ________ whether or not the job allows you to do a variety of different things
n. ________ other (anything you want to add that is not listed - please add here):

28. What do you think an employer looks for when hiring a person for a job?

29. List the main ways that you spend your time out of school.
Feel free to list more than four:

	about how many hours per day
1. ______________________________	________________
2. ______________________________	________________
3. ______________________________	________________
4. ______________________________	________________

30. Do you feel you know your interests and abilities well enough to decide about your future career?

Check one:

a. ________ yes, very well
b. ________ yes, to some extent
c. ________ no idea or confused
d. ________ never thought about them

31. How often have you thought about your plans for after high school?
    Check one:
    a. ________ often
    b. ________ occasionally
    c. ________ seldom
    d. ________ never

32. How often do you think about quitting school?
    Check one:
    a. ________ often
    b. ________ occasionally
    c. ________ seldom
    d. ________ never

Why?

33. Do you see yourself in the next 10 years taking any additional training or education after high school? yes ________ no ________ maybe ________

a. If yes or maybe, what kind or kinds?

b. If no, why not?

34. When do you plan to get married?
    Check one:
    a. ________ soon, before graduation
    b. ________ after graduation
    c. ________ within the next 2 years
    d. ________ sometime in the future, but not in the next 2 years
    e. ________ I am already married
    f. ________ I have been married but am not now
    g. ________ never

35. Do you have any children? yes ________ no ________

36. Do you plan to have children in the next 2 years? yes ________ no ________

37. If you do not plan to have children right away, do you plan to work?
    yes ________ no ________

If yes, when do you plan to start working? ____

38. Would you like to have a job after you are married? yes _______ no ________

39. Do you think you will have to get a job after you are married? yes ________ no ________

Why or why not:

40. Do you think a mother should have a job before her children start school?
yes ________ no ________

Why or why not?

41. Do you personally plan to have a job before your children are in school?
yes ________ no ________

42. Suppose that you have been married for 7 years and have a family. Most likely during that period you would have:

Check one:
a. ________ stayed home until your children started school
b. ________ had a part-time job
c. ________ had a full-time job

Why?

43. How do you think your husband would feel about your having a job and why do you think so?

44. Do you see any problems in combining marriage and a job? yes ________ no ________
If yes, what are they?

45. If you had a job and were married, would you expect your husband to help with household responsibilities (i.e. child rearing, cooking, cleaning)?
yes ________ no ________

Please explain your answer:

46. Do you think you might be able to help your husband with his work? yes ________ no ________
Please explain your answer:

47. Do you know what services Planned Parenthood offers? yes ________ no ________
If yes, what are they?

48. Do you know where the nearest Planned Parenthood office is located? yes ________ no ______
If yes, where:

49. What is your best guess that the marriages of you & your friends will last for 25 years or more?

Check one:
a. ________ 100% chance they will last
b. ________ 75%
c. ________ 50%
d. ________ 25%
e. ________ 0%

50. Have you ever interviewed for a job? yes ________ no ________
a. If yes, who arranged the interview?

b. How did or do you feel about the prospect of interviewing for a job?

51. Have you ever been given information about job interviewing? yes ________ no ________
If yes, who provided the information:

Check one:
a. ________ a course
b. ________ a counselor
c. ________ parents
d. ________ friend
e. ________ other, please specify: ____

52. How confident do you feel about your chances of getting a job?

Check one:
a. ________ very confident
b. ________ moderately confident
c. ________ not very confident
d. ________ very unsure

Please explain (why are you confident, what do you see as the biggest obstacle to your getting a job?):

53. Does your school sponsor any work study or apprenticeship programs in your community? yes ________ no ________ don't know ________
If yes, what type?

54. *Have you ever looked through the want ads in your local newspaper? yes ________ no ___*
If yes, did you:
    a. ________ do it on your own
    b. ________ do it as part of a class assignment

55. *Are you pretty sure about the kinds of jobs you would be good or bad in?*
yes ________ no ________

    a. What would you be good at?

    b. What would you be bad at?

56. *If you could have any job you wanted, what would it be?*

57. *What do you see as the main function of your school guidance office?*

58. *To talk with your guidance/job/work study counselor:*

    a. ________ must you make an appointment
    b. ________ can you stop by any time you want

59. *Have you talked with your guidance/job/work study counselor yet this year?*
yes ________ no ________

60. *How many times did you meet with your guidance/job/work study counselor last year? ______________________*

61. *Does your school have books or pamphlets which tell you about most jobs*

    a. in your local area? yes ________ no ________ don't know ________
    b. in the United States? yes ________ no ________ don't know ________

62. *How helpful do you think a guidance/job/work study counselor can be in helping you consider what jobs you might want?*
    Check one:
    a. ________ very helpful
    b. ________ moderately helpful
    c. ________ slightly helpful
    d. ________ never helpful

63. *How helpful do you think a guidance/job/work study counselor can be in actually helping students to actually get a job?*
    Check one:
    a. ________ very helpful
    b. ________ moderately helpful
    c. ________ slightly helpful
    d. ________ never helpful

64. Have you ever taken a vocational, interest, or aptitude test in school?
yes ________ no ________

If yes,
  a. Did you ask to take the test? yes ________ no ________
  b. Did anyone review the results with you? yes _______ no ________
  c. Was the test helpful in planning for the future? yes ________ no ________

65. On the following page is a list of jobs. Please indicate in the appropriate columns the following:

Column A: Jobs you think are not appropriate for women after high school

Column B: Jobs that you can imagine yourself doing in the next few years

Column C: Jobs that would be the easiest for you to get

Column D: Jobs you think require additional schooling after high school to get the job

**** Please complete one column at a time.

blue=variable code name *9,99=blank*
green=questions corresponding to 1977
red=what sectiin of 1977 report

APPENDIX O

PROFILE OF OCCUPATIONAL INTERESTS

In the next 2 or 3 months, we will be teaching a new curriculum designed to help young women and men to become more aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives - and ways that these might effectively be faced. This questionnaire is not a test. There are no right or wrong answers, only opinions and statements of simple fact. Please try to answer and complete all questions to the best of your ability before going on to the next page. We need to have some ideas about your knowledge and opinions in these areas, which is why we are asking you to take this questionnaire today.

Range of Code:

QUEST
0. Questionnaire Number *0001-1600*

SCHOOL
1. Name of the high school you attend: ______________________ *01-50*

GRADE
2. What grade are you in? (circle one) 9 10 11 12 *09-12*

SEX
3. Sex: male *(1)* ______ female *(2)* ______ *1-2*

AGE
4. Age: (circle one) 13 14 15 16 17 18 19 20 *13-20*

ASPIRE
5. In the 4 years following graduation, what do you plan to do? (check ONE) *1-6,9*

   a. *(6)* Enroll in a four year college

   b. *(5)* Enroll in a two year community college

   c. *(4)* Take vocational or job training courses at a vocational-technical school, school of nursing, police academy, beautician school, hospital technician courses, apprenticeship

   d. *(3)* Start work right away

   e. *(2)* Begin military service

   f. *(1)* Other (please specify): ______________________

PARJOB
6. a) Have you ever had a part time job during the school year (includes occasional babysitting outside of your home)? *1-2,9*

   (1) yes

   (2) no

PARTYP
   b) If yes, what was the job? *(see code sheet)* *1-8,9*

SUMJOB
7. a) Have you ever had a summer job? *1-2,9*

   (1) yes

   (2) no

SUMTYP
   b) If yes, what was the job? *(see code sheet)* *1-8,9*

FULPAR
   Was it:
   (1) full time (35 - 40 hours a week) *1-2,9*

   (2) part time

MOCCUP

8. a) If your mother, relative or guardian is currently working or has worked apart from homemaking, what is or was her job? ____(see code sheet)____ 1-5,9

same

A1

FACCUP

b) If your father, relative or guardian is currently working or has worked, what is or was his job? ____(see code sheet)____ 1-5,9

PLACE

9. One year after you finish or leave high school, where do you expect to be living? (check ONE) 1-4,9

same

A2

a. (1) at home with my parents, relatives, or guardian

b. (2) in my home town but not with my family

c. (3) in my home state

d. (4) elsewhere

10. In your community, what are the four most common jobs that high school graduates work at?

(similar to 11)

COM1
1. ____(see code sheets)____ 10-98,99

COM2
2. ____(see code sheets)____ 10-98,99

COM3
3. ____(see code sheets)____ 10-98,99

COM4
4. ____(see code sheets)____ 10-98,99

11. If you were a high school graduate, and were looking for a job in your community, what would you do to go about finding one?

same

HSFJB	(1) high school courses	0-1
ADSFJB	(2) ads	0-1
EMPFJB	(3) employment security	0-1
DRCFJB	(4) direct contact	0-1
PRCFJB	(5) parents, friends, relatives	0-1

EMPOFF

12. Have you ever been to a State Employment Office, Job Service, or State Office of Employment Security (i.e., any state office to help people find jobs)? 1-2,9

(13a)

(1) yes

(2) no

WHAPAR

13. What courses not now being taught in your high school would be helpful to high school students who want to prepare for a job?

(15b)

C1 (see code sheet) 1-7,9

ADVICE

14. If you want advice about getting a job after leaving high school, which one of the following people in your school, would you be most likely to talk to? (check ONE)
(17)

1-3,9

B1 a. *(1)* teacher

b. *(2)* school counselor

c. *(3)* other, please specify: ____________________

COUNSL

15. a) How much help has your guidance counselor given you in planning for your future? (check ONE) *1-3,9*
(18a,b)

B1 *(1)* a lot

(2) a little

(3) none

CSLHLP

b) If your counselor has helped you at all, what kind of help did you get?

(see code sheet) *1-6,9*

GIVPAR

16. a) How much help have your parents, relative or guardian given you in planning your future? (check ONE)
(19)

A1 *(1)* a lot *1-3,9*

(2) a little

(3) none

WHIPAR

b) Which parent has given you the most help? (check ONE)
(20)

A1 *(1)* mother, relative or guardian (female) *1-4,9*

(2) father, relative or guardian (male)

(3) both the same

(4) neither

NEED

17. a) How much need do you think there is for a course offered during high school that is especially designed to help students make decisions about what they will do after high school? (check ONE)
(22a)

1-3,9

B2 *(1)* a lot

(2) some

(3) none at all

18. b) What should be included in such a course? (check as many as apply)
(22b)

INCLD1	a.	*(1)*	how to better understand yourself	*0-1*
INCLD2	b.	*(2)*	how to make decisions	*0-1*
INCLD3	c.	*(3)*	information on kinds of jobs	*0-1*
INCLD4	d.	*(4)*	information on job training	*0-1*
INCLD5	e.	*(5)*	how to manage money	*0-1*
INCLD6	f.	*(6)*	information on job openings	*0-1*
INCLD7	g.	*(7)*	how to manage marriage and an outside job	*0-1*
INCLD8	h.	*(8)*	how to take part in an interview	*0-1*
INCLD9	i.	*(9)*	how to know what type of jobs are best for you	*0-1*

FUTEXP
19. How well do you feel your high school prepares its graduates for getting jobs?
(23) (check ONE)

1-3,9

A2
a. *(1)* very well
b. *(2)* does an average job
c. *(3)* badly

PRESNT
20. When (what grade) do you think would be the best time to present career
(24) information to students?

B2

(1) Jr. High	*(4) 11th*	*1-6,9*
(2) 9th	*(5) 12th*	
(3) 10th	*(6) Never*	

OFFER
21. What do you think you have to offer an employer?
(26)

1-5,9

A3
(1) nice person, clean
(2) good worker
(3) skills, job knowledge
(4) managerial
(5) combination of any of the above

22. When you think about jobs you might like, which of the following things
(27) do you consider?

0 = BLANK
1 = MOST
2 = LEAST

Place an "M" in front of the FOUR things MOST important to you.
Place an "L" in front of the FOUR things LEAST important to you.

A3

GOODF	a.	*(1)*	whether or not you would be good at the job.	*0-2*
KNOWF	b.	*(2)*	whether or not you know a lot about the job.	*0-2*
PAYF	c.	*(3)*	how much it will pay.	*0-2*
LOCATF	d.	*(4)*	where it is located.	*0-2*
BETTRF	e.	*(5)*	whether it might lead to a better job.	*0-2*
PEOPLF	f.	*(6)*	what kind of people you would be working with.	*0-2*
BOSSF	g.	*(7)*	who the boss is.	*0-2*
VACATF	h.	*(8)*	how much vacation time is allowed.	*0-2*
DECISF	i.	*(9)*	whether or not you would be free to make decisions about your own work.	*0-2*
LONGF	j.	*(10)*	whether or not it is a job you can keep for a long time.	*0-2*
LEARNF	k.	*(11)*	whether or not you would learn something from the job.	*0-2*
HOURSF	l.	*(12)*	whether or not you can choose your own work hours.	*0-2*
VARIEF	m.	*(13)*	whether or not the job allows you to do a variety of different things.	*0-2*
OTHERF	n.	*(14)*	other (anything you want to add that is not listed, please add here): ________________________	*0-2*

23. During an average week, about how many hours a week would you estimate you
(29) spend doing the following?

A1

rs.	*resp.*
-2	*= 1*
3-4	*= 2*
-7	*= 3*
-9	*= 4*
-12	*= 5*
-15	*= 6*
-19	*= 7*
or ore	*= 8*
0	*= blank*

	ACTIVITY	Time Spent HOURS	
SOLTIM	a. Individual activities (hobbies, working on car, etc.)		*0-8*
GROTIM	b. Group activities (sports, clubs, etc.)		*0-8*
TVTIM	c. Watching TV		*0-8*
FRITIM	d. Being with friends (partying, talking on the phone, hanging out, etc.)		*0-8*
REDTIM	e. Reading		*0-8*
HOMTIM	f. Home tasks		*0-8*
JOBTIM	g. Part time jobs		*0-8*
HWKTIM	h. Homework		*0-8*
OTHTIM	i. Other: Please specify		*0-8*

KNOCAR

24. a) How sure are you that you already know the kinds of work you will probably be doing as your life's career? (check ONE)

(30) *1-4,9*

A3

a. *(1)* very sure

b. *(2)* some idea but not certain

c. *(3)* no idea or confused

d. *(4)* never thought about it

SORTWK

b) If you know, what sort of work do you want to do? *1-5,9*

(new)

(see code sheet)

QUIT

25. How often do you think about quitting school? (check ONE)

(32) *1-4,9*

A1

a. *(1)* often

b. *(2)* occasionally

c. *(3)* seldom

d. *(4)* never

PLNMAR

26. When, if ever, do you plan to get married?(check ONE)

(34,35) *1-6,9*

D1

a. *(1)* before graduation

b. *(2)* within 2 years after graduation

c. *(3)* sometime in the future, but not within 2 years of graduation

d. *(4)* I am already married

e. *(5)* I have been married, but am no longer

f. *(6)* never

PLNCHI

27. When, if ever, do you plan to have children? (check ONE)

(36) *1-5,9*

D

a. *(1)* before graduation

b. *(2)* within 2 years after graduation

c. *(3)* sometime in the future, but not within 2 years of graduation

d. *(4)* I already have children

e. *(5)* never

MNCHWK
28. Assume you are married, but have no children. Which of the following
(37-43) best describes your feeling about working? (check ONE) *1-3,9*

D2

a. *(1)* I would very much like to work even if we don't need the money.

b. *(2)* I wouldn't mind working part time, especially if it was necessary to help us get established.

c. *(3)* If given the choice, I would prefer to stay at home as a homemaker. *1-4,9*

CHILWK
29. Assume you have children who are not yet in school. Which of the following
(37-43) best describes your feelings? (check ONE)

D2

a. *(1)* I would want to stay home until the children are in school, even though it might be financially difficult.

b. *(2)* I would prefer to stay home but will work part time for the extra money.

c. *(3)* I would like to work part time even if we didn't need the money.

d. *(4)* I would want to continue a full time career and would plan to use relatives, babysitters, or day care centers for the care of my children.

COMBO
30. Do you see any problem in your combining marriage and a job? *1-2,9*
(44a,b)

a. *(1)* yes

D4

b. *(2)* no

WCOMBO
If yes, what are they? *1-4,9*

(1) increased responsibility
(2) children responsibility
(3) different hours/lack of time
(4) women should be in home - man the breadwinner

RESPON
31. If you had a job and were married, to what extent would you expect your
(45) husband to help with household responsibilities (i.e., child rearing, cooking, cleaning, etc.)? (check ONE) *1-5,9*

D4

a. *(5)* I would expect him to do an equal share of the household work.

b. *(4)* He should help, but not necessarily equally.

c. *(3)* I would encourage him to help, but it would be up to him.

d. *(2)* I would ask very rarely, only when necessary (like when I'm sick,etc).

e. *(1)* Not at all - it's woman's work.

MNCHWK

28. Assume you are married, but have no children. Which of the following best describes your feelings about your wife working outside the home? (check ONE)

(37-43)

1-3,9

D

a. *(1)* I would like her to work even if we don't need the money.

b. *(2)* I wouldn't mind if she worked part time, especially if it was necessary to help us get established.

c. *(3)* If given the choice, I would prefer it if she stayed at home as a homemaker.

CHILWK

29. Assume you are married and have children who are not yet in school. Which of the following best describes your feelings? (check ONE)

(37-43)

1-4,9

D1

a. *(1)* I would want my wife to stay home until the children are in school, even though it might be financially difficult.

b. *(2)* I would prefer my wife to stay home but will let her work part time for the extra money.

c. *(3)* I would like my wife to work part time even if we didn't need the money.

d. *(4)* I would like my wife to continue a full-time career and would plan to use relatives, babysitters, or day care centers for the care of my children.

COMBO

30. Do you see any problems in your wife's combining marriage and a job?

(44a,b)

1-2,9

D4

a. *(1)* yes

b. *(2)* no

WCOMBO

If yes, what are they?

1-4,9

(1) increased responsibility
(2) children responsibility
(3) different hours/lack of time
(4) women should be in home - man the breadwinner

RESPON

31. If your wife had a job, to what extent would you expect to help her with household responsibilities (i.e., child rearing, cooking, cleaning)? (check ONE)

(45)

1-5,9

D4

a. *(5)* I would expect to help her by doing an equal share of the household work.

b. *(4)* I would help her, but not necessarily equally.

c. *(3)* I would help but only if encouraged or asked.

d. *(2)* I would help very rarely, only when necessary (for example, when she's sick, etc.)

e. *(1)* Not at all -- it's women's work.

PPSERV
32. a) Have you ever received information about family planning? 1-2,9
(47a)
(1) yes
D1
(2) no

b) If so, what was the source(s) of this information? (check as many as apply)
D
CHURCH a. (1) church 0-1
PARENT b. (2) parents 0-1
SCHOL c. (3) school 0-1
PPORG d. (4) other outside organization (e.g., Planned Parenthood) 0-1
FRIEND e. (5) friends 0-1
BOOK f. (6) books, magazines, TV, radio 0-1
DOCTOR g. (7) physician 0-1

PCTFRI
33. What is your best guess that the marriages of you and your friends will
(49) last for 25 years or more? (check ONE) 1-5,9
D1
a. (1) 100% chance they will last
b. (2) 75%
c. (3) 50%
d. (4) 25%
e. (5) 0%

INTERV
34. a) Have you ever interviewed for a job?
(50a) 1-2,9
(1) yes
C2
(2) no

b) If you have been interviewed, who arranged the interview? (check as many as apply)
(50b)
IDID a. (1) I did 0-1
HIRING b. (2) the person doing the hiring 0-1
JOBSER c. (3) an employment/job service 0-1
AFRIEN d. (4) a friend 0-1
PARREL e. (5) a parent, relative 0-1
TEACH f. (6) a teacher 0-1
COUNSR g. (7) a counselor 0-1

HINTRV

35. How did or do you feel about the prospect of interviewing for a job? (check ONE) *1-3,9*

(50c)

2

a. *(1)* confident

b. *(2)* nervous

c. *(3)* didn't or doesn't bother me

GIVTRV

36. a) Have you ever been given information about what to expect in a job interview?

(51a,b) *1-2,9*

C2

(1) yes

(2) no

PINTRV

b) If yes, who provided the information? (check ONE) *1-4,9*

a. *(1)* a course or teacher

b. *(2)* a guidance counselor

c. *(3)* parents

d. *(4)* a friend

ADS

37. a) Have you ever looked through the "Help Wanted" ads in your local newspaper?

(54a,b) *1-2,9*

C2

(1) yes

(2) no

MTVADS

b) If yes, did you: *1-3,9*

(1) do it on your own

(2) do it as part of a class assignment

(3) *combination of the above*

ANYJOB

38. If you could have any job you wanted, what would it be? *1-5,9*

(56)

(see code sheet)

A2

FCNGUI

39. What do you see as the main purpose of your school guidance office? (check ONE) *1-5,9*

(57)

B1

a. *(1)* personal counseling

b. *(2)* academic program counseling(what courses you should take)

c. *(3)* class scheduling

d. *(4)* planning for college

e. *(5)* planning for work

APTGUI
40. To talk with your guidance counselor: (check ONE) *1-3,9*
(58)

a. *(1)* you must make an appointment

b. *(2)* you can stop by any time you want

(3) *combination of the above*

METGUI
41. How many times did you meet with your guidance counselor last year? (check ONE) *1-4,9*
(60)

a. *(1)* never

3

b. *(2)* 1 - 2 times

c. *(3)* 3 - 5 times

d. *(4)* 6 or more times

YOUGUI
42. How helpful do you think your guidance counselor is in helping you decide what kind of work you might want to do? (check ONE) *1-5,9*
(62)

B3

a. *(1)* extremely helpful

b. *(2)* quite helpful

c. *(3)* moderately helpful

d. *(4)* slightly helpful

e. *(5)* never helpful

STUGUI
43. How helpful do you think a guidance counselor can be in actually helping you to get a job? *1-5,9*
(63)

a. *(1)* extremely helpful

B1

b. *(2)* quite helpful

c. *(3)* moderately helpful

d. *(4)* slightly helpful

e. *(5)* never helpful

TEST
44. a) Have you ever taken a vocational interest, or vocational aptitude test in school? *1-2,9*
(64a-c)

A3 &
B2

(1) yes

(2) no

ASKTES
b) If yes, did you ask to take the test? *1-2,9*

(1) yes

(2) no

REVTES
c) If you have taken the test, did anyone go over the results with you? *1-2,9*

(1) yes

PLATES
44. d) If you have taken the test, did it help you to plan for your future? 1-2,9
(64d)

B
(1) yes
(2) no

REST
45. (new) Check the statement which best describes the way you feel about the work you expect to be doing for the rest of your life. (check ONE) 1-3,9

A
a. (1) To me, work is mainly something that I have to do to get other things I want, but wouldn't do if I could avoid it.
b. (2) To me, work is a very important source of personal satisfaction in itself.
c. (3) I don't plan to work outside of the home.

FEEL
46. (new) Which of the following best describes the way you feel? (check ONE) 1-2,9

A
a. (1) I make my own decisions about the big choices in my life.
b. (2) Generally, the big decisions in my life are beyond my control.

DISSON
47. (new) For the following questions, assume that you are married, and have two children, a son and a daughter. (Check only ONE answer to each question)

a) Who will be primarily responsible for the discipline of your son? 1-3,9

D
(1) me
(2) my husband
(3) both

DISDAU
b) Who will be primarily responsible for the discipline of your daughter? 1-3,9

(1) me
(2) my husband
(3) both

PROSON
c) Who will be mainly responsible for dealing with school problems of your son? 1-3,9

(1) me
(2) my husband
(3) both

PRODAU
d) Who will be mainly responsible for dealing with school problems of your daughter? 1-3,9

(1) me
(2) my husband
(3) both

MALE VERSION

PLATES
44. d) If you have taken the test, did it help you to plan for your future?
(64d) 1-2,9

(1) yes

B

(2) no

REST
45. Check the statement which best describes the way you feel about the work you expect to be doing for the rest of your life. (check ONE) 1-3,9
(new)

a. (1) To me, work is mainly something that I have to do to get other things I want, but wouldn't do it if I could avoid it.

A

b. (2) To me, work is a very important source of personal satisfaction in itself.

c. (3) I don't plan to work outside of the home.

FEEL
46. Which of the following best describes the way you feel? (check ONE)
(new) 1-2,9

a. (1) I make my own decisions about the big choices in my life.

A

b. (2) Generally, the big decisions in my life are beyond my control.

47. For the following questions, assume that you are married, and have two children, a son and a daughter. (Check only ONE answer to each question.)
(new) 1-3,9

D

DISSON
a) Who will be primarily responsible for the discipline of your son?

(1) me

(2) my wife

(3) both

DISDAU
b) Who will be primarily responsible for the discipline of your daughter? 1-3,9

(1) me

(2) my wife

(3) both

PROSON
c) Who will be mainly responsible for dealing with school problems of your son? 1-3,9

(1) me

(2) my wife

(3) both

PRODAU
d) Who will be mainly responsible for dealing with school problems of your daughter? 1-3,9

(1) me

(2) my wife

(3) both

HOUSON

47. e) To what extent will you expect your son to help in household tasks like cleaning, cooking, laundry, and dishes? (check ONE) 1-4,9

(new)

a. ___(1)___ not at all

D b. ___(2)___ very little

c. ___(3)___ quite a bit

d. ___(4)___ a great deal

SPODAU

f) To what extent will you encourage your daughter to be involved in outdoor and sporting activities like fishing, baseball, basketball, or track? (check ONE) 1-4,9

a. ___(1)___ not at all

D b. ___(2)___ very little

c. ___(3)___ quite a bit

d. ___(4)___ a great deal

MANMON

g) Who will be primarily responsible for managing the family money? (check ONE) 1-3,9

a. ___(1)___ me

D b. ___(2)___ my spouse

c. ___(3)___ both

DECVAC

h) When it comes to taking vacations, who do you think will decide where to go? (check ONE) 1-3,9

___(1)___ me

D ___(2)___ my spouse

___(3)___ both

WAYLIF

48. The following are two brief descriptions of ways of living. (Check the ONE you prefer) 1-2,9

(new)

a. ___(1)___ New three-bedroom ranch-style home in suburb of medium-sized city. Both parents work at a large factory in town. Children attend large grammar school. The family is short of time, but they have a new car, all the latest appliances, and a nice camper for their summer vacations.

b. ___(2)___ Old house and ten acres outside a country village, could use some paint and repairs. Older car, used pick-up truck, older appliances. Husband works in hardware and feed store, wife works as secretary in town doctor's office. Children in small town school. The family has a large garden and a few chickens - they raise much of their own food. They spend many weekends at a family lake camp, swimming, hunting, or ice fishing, depending on the season.

YOUDEC

49. Your husband is told that if he will take it, there is a much better job (more responsibility, more pay) waiting for him if he is willing to go to a city about 500 miles away.

(new)

a) To what degree would you be involved in the decision?

D *1-4,9*

a. *(1)* not at all

b. *(2)* very little

c. *(3)* quite a bit

d. *(4)* a great deal

WANHIM

b) What would you want him to do? *1-2,9*

(1) take the new job

(2) stay put

For the following 9 statements, indicate how you feel about each by checking one of the four responses (strongly agree; mildly agree; mildly disagree; strongly disagree) that best describes your feelings.

VOCATL

50. Vocational and professional schools should admit the best qualified students, regardless of their sex. *1-4,9*

(new)

a. *(4)* strongly agree

b. *(3)* mildly agree

c. *(2)* mildly disagree

d. *(1)* strongly disagree

LEADER

51. The leadership of a community should be primarily in the hands of men.

(new) *1-4,9*

a. *(1)* strongly agree

b. *(2)* mildly agree

c. *(3)* mildly disagree

d. *(4)* strongly disagree

HOME

52. Women should be primarily concerned with taking care of their children and home, rather than working and pursuing careers. *1-4,9*

(new)

a. *(1)* strongly agree

b. *(2)* mildly agree

c. *(3)* mildly disagree

d. *(4)* strongly disagree

YOUDEC
49. You are told that there is a much better job (more responsibility, more pay) waiting for you if you are willing to go to a city about 500 miles away. (check ONE)
(new)

D a) To what degree would your wife be involved in the decision? *1-4,9*

a. *(1)* not at all

b. *(2)* very little

c. *(3)* quite a bit

d. *(4)* a great deal

WANHIM
b) What do you think she would want you to do? *1-2,9*

a. *(1)* take the new job

b. *(2)* stay put

For the following 9 statements, indicate how you feel about each by checking one of the four responses (strongly agree; mildly agree; mildly disagree; strongly disagree) that best describes your feelings.

VOCATL
50. Vocational and professional schools should admit the best qualified students, regardless of their sex. *1-4,9*
(new)

a. *(4)* strongly agree

b. *(3)* mildly agree

c. *(2)* mildly disagree

d. *(1)* strongly disagree

LEADER
51. The leadership of a community should be primarily in the hands of men. *1-4,9*
(new)

a. *(1)* strongly agree

b. *(2)* mildly agree

c. *(3)* mildly disagree

d. *(4)* strongly disagree

HOME
52. Women should be primarily concerned with taking care of their children and home, rather than working and pursuing careers. *1-4,9*
(new)

a. *(1)* strongly agree

b. *(2)* mildly agree

c. *(3)* mildly disagree

d. *(4)* strongly disagree

EQUAL

53. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife. 1-4,9

(new)

a. (4) strongly agree

b. (3) mildly agree

c. (2) mildly disagree

d. (1) strongly disagree

PLANN

54. Planning only makes a person unhappy since plans hardly ever work out anyway. 1-4,9

(new)

a. (1) strongly agree

b. (2) mildly agree

c. (3) mildly disagree

d. (4) strongly disagree

STERO

55. It is ridiculous for a woman to be a construction worker and for a man to be a secretary. 1-4,9

(new)

a. (1) strongly agree

b. (2) mildly agree

c. (3) mildly disagree

d. (4) strongly disagree

HIRED

56. People should be hired and promoted strictly on the basis of how good they are at a job and not on the basis of what sex they happen to be. 1-4,9

(new)

a. (4) strongly agree

b. (3) mildly agree

c. (2) mildly disagree

d. (1) strongly disagree

COLLEG

57. Sons in a family should be given more encouragement to go to college than daughters. 1-4,9

(new)

a. (1) strongly agree

b. (2) mildly agree

c. (3) mildly disagree

d. (4) strongly disagree

PROF

58. There are some professions and types of businesses that are more suitable for men than women. *1-4,9*

(new)

a. *(1)* strongly agree

b. *(2)* mildly agree

c. *(3)* mildly disagree

d. *(4)* strongly disagree

On the following pages is a list of jobs. Please follow the directions given at the top of each page and check the appropriate column according to the instructions.

1 = check 0 = blank

59. The following is a list of jobs. Please check the jobs that you think are not suitable for women: (Jobs suitable for both sexes should not be checked.)

1. _____ airline flight attendant
2. _____ construction worker
3. _____ secretary
4. _____ hair stylist
5. _____ store clerk
6. _____ veterinarian
7. _____ news reporter
8. _____ dental assistant
9. _____ physical therapist
10. _____ licensed practical nurse
11. _____ cashier
12. _____ factory worker
13. _____ plumber
14. _____ bank teller
15. _____ nurse's aide
16. _____ day care center worker
17. _____ bookkeeper
18. _____ lawyer
19. _____ forest ranger
20. _____ accountant
21. _____ English teacher
22. _____ truck driver
23. _____ dressmaker
24. _____ hospital orderly
25. _____ social worker
26. _____ mechanic
27. _____ elementary school teacher
28. _____ model
29. _____ logger
30. _____ short order cook
31. _____ registered nurse
32. _____ telephone operator
33. _____ office worker
34. _____ chambermaid
35. _____ home economics teacher
36. _____ gas station attendant
37. _____ librarian
38. _____ dietician
39. _____ cab driver
40. _____ police
41. _____ custodian
42. _____ radio announcer
43. _____ postal worker
44. _____ store manager
45. _____ insurance agent
46. _____ farmer
47. _____ chef
48. _____ bank manager
49. _____ homemaker

50. _____ total # of checks 01-49,99

1 = check   0 = blank

60. The following is the same list of jobs. This time please check the jobs you think are not suitable for men: (Jobs suitable for both sexes should not be checked.)

1. ______ airline flight attendant
2. ______ construction worker
3. ______ secretary
4. ______ hair stylist
5. ______ store clerk
6. ______ veterinarian
7. ______ news reporter
8. ______ dental assistant
9. ______ physical therapist
10. ______ licensed practical nurse
11. ______ cashier
12. ______ factory worker
13. ______ plumber
14. ______ bank teller
15. ______ nurse's aide
16. ______ day care center worker
17. ______ bookkeeper
18. ______ lawyer
19. ______ forest ranger
20. ______ accountant
21. ______ English teacher
22. ______ truck driver
23. ______ dressmaker
24. ______ hospital orderly
25. ______ social worker
26. ______ mechanic
27. ______ elementary school teacher
28. ______ model
29. ______ logger
30. ______ short order cook
31. ______ registered nurse
32. ______ telephone operator
33. ______ office worker
34. ______ chambermaid
35. ______ home economics teacher
36. ______ gas station attendant
37. ______ librarian
38. ______ dietician
39. ______ cab driver
40. ______ police
41. ______ custodian
42. ______ radio announcer
43. ______ postal worker
44. ______ store manager
45. ______ insurance agent
46. ______ farmer
47. ______ chef
48. ______ bank manager
49. ______ homemaker
50. ______ *total # of checks   01-49,99*

1 = check   0 = blank

61. The following is the same list of jobs again. This time please check the jobs you might realistically consider doing:

1. _____ airline flight attendant
2. _____ construction worker
3. _____ secretary
4. _____ hair stylist
5. _____ store clerk
6. _____ veterinarian
7. _____ news reporter
8. _____ dental assistant
9. _____ physical therapist
10. _____ licensed practical nurse
11. _____ cashier
12. _____ factory worker
13. _____ plumber
14. _____ bank teller
15. _____ nurse's aide
16. _____ day care center worker
17. _____ bookkeeper
18. _____ lawyer
19. _____ forest ranger
20. _____ accountant
21. _____ English teacher
22. _____ truck driver
23. _____ dressmaker
24. _____ hospital orderly
25. _____ social worker
26. _____ mechanic
27. _____ elementary school teacher
28. _____ model
29. _____ logger
30. _____ short order cook
31. _____ registered nurse
32. _____ telephone operator
33. _____ office worker
34. _____ chambermaid
35. _____ home economics teacher
36. _____ gas station attendant
37. _____ librarian
38. _____ dietician
39. _____ cab driver
40. _____ police
41. _____ custodian
42. _____ radio announcer
43. _____ postal worker
44. _____ store manager
45. _____ insurance agent
46. _____ farmer
47. _____ chef
48. _____ bank manager
49. _____ homemaker
50. _____ *total # of checks*   *01-49,99*

CODING SHEET: PROFILE OF OCCUPATIONAL INTERESTS (1977)

Options Project

Dartmouth College

Hanover, New Hampshire

Questions 6 (b), 7 (b)

9. incorrect response

1. domestic:
    - babysitter
    - cleaning
    - janitorial
    - chambermaid
    - odd jobs

2. office/store:
    - secretary
    - clerical
    - bookkeeping
    - cashier
    - clerk in store
    - sales (Avon, for example)
    - drive-in

3. human services:
    - day care work
    - work in hospital (nurse)
    - counselor in camp
    - lifeguard

4. apprenticeships:
    - skilled trades (mechanic, electrician, plumber)
    - teacher's aide
    - theater
    - arts

5. outdoor:
    - farmwork
    - lawn
    - painting
    - taking care of animals
    - construction
    - paper route

6. restaurant:
    - waitress
    - dishwasher
    - busboy
    - chef, cook

7. automotive:
    - gas station attendant
    - truck driving
    - work on cars
    - factory

8. two or more jobs listed

Questions 8 (a), (b); 24 (b); 38

9. incorrect response/blank/disabled

1. domestic:
   - baby sitter
   - take care of children (own)
   - housewife
   - housecleaner
   - general cleaning, odd jobs

2. low level:
   - waitress
   - garage work
   - bus driver
   - telephone operator
   - construction
   - chambermaid
   - nurses aide
   - aide
   - secretary
   - clerk
   - washer
   - garbage worker
   - factory worker
   - laborer
   - gas station
   - shops, stores
   - cashier
   - restaurant

3. independent or requires further training:
   - vocational
   - trade
   - carpenter
   - supervisor
   - business course
   - aviation
   - foreman
   - bookkeeper
   - culinary (chef)
   - librarian
   - art careers
   - nurse
   - farmer

4. four-year college, professional, managerial

5. military

Question 10

99. blank/incorrect answer

10. unskilled domestic

(11) babysitting
(12) cleaning
(13) janitorial
(14) chambermaid
(15) odd jobs
(16) homemaking
(17) dishwashing

20. public and social service
(road work)
(21) social work
(22) teaching/teaching aid
(23) child care
(24) postal service
(25) law enforcement
(26) fire/rescue service
(27) youth work, life guard
(28) school administration
(29) gas station attendant

30. business and commerce

(31) secretarial/stenography
(32) restaurant work/food management (waitress/waiter)
(33) airline/hostess/steward
(34) accounting/banks
(35) clerk -- grocery work, working in stores
(36) store owner
(37) cashier
(38) hotel/motel/management
(39) truck driving

40. outdoor work/agriculture/forestry

(41) farming/agriculture
(42) lumberjack/lumberyard
(43) ski instructor
(44) veterinarian
(45) ranch work
(46) lawns or gardening

50. arts

(51) modeling
(52) music
(53) creative writing
(54) crafts

50. arts (cont.)

(55) dramatics/theater
(56) photography
(57) printing
(58) newspaper work

60. health services

(61) nursing
(62)
(65) dentistry
(63) hospital administrator
(64) medical technician
(66) medical technician
(67) nursing home
(68) hospital worker

70. construction and skilled trades

(71) auto mechanic, electrician, plumber, mason, construction
(72) machine operator
(73) radio/TV repairman
(74) factory/mill/mines
(75) construction worker
(76) oil rig
(77) hair stylist
(78) chef
(79) railroad

80. science and engineering

(81) archaeology/geology
(82) astronautics/space
(83) architecture
(84) biology, chemistry, physics
(85) mathematics
(86) engineering
(87) ecology/environmental science

90. technology

(91) communication
(92) telephone
(93) computer programing
(94) computer technician
(95) data processing
(96) drafting
(97) mechanical drawing
(98) military

Question 13

9. excluded

1. career planning (how and where) -- includes health occupations

2. on-the-job training

3. future preparation (college-bound courses, i.e., math, science, language)

4. business courses

5. agriculture/home economics

6. industrial arts (mechanics, shop, electronics, etc.), beautician

7. how to deal with people, psychology, public relations

8. arts and crafts (photography, modeling, music, etc.)

0. combination of responses

Question 15

9. blank

1. college preparatory (importance of graduation from high school, what college to go to, courses to take), vocational school, military

2. solve personal problems -- given advice

3. information on courses should take

4. information on aptitude tests -- how to take and which ones

5. to provide information on how to get a job (pamphlets, give references for jobs, application forms, type of training, etc.)

6. two or more responses

APPENDIX P

PROCEDURES FOR ADMINISTRATION OF PROFILE OF OCCUPATIONAL INTERESTS

In Dealing With The Schools:

1. Make sure to offer the school contact person (counselor or principal) the opportunity to review the questionnaire before it is administered.
2. Check with the school to see if there is a need for parental approval.
3. Sample at least 50 students per school -- more if you can.

   In addition:

   a. Use whole classrooms that include 10th, 11th, and 12th grade students. If you can't get a mixture, use a different class for each grade.

   b. If feasible, the sample should include approximately an equal number of noncollege and college bound students (this usually can be determined by the type of classroom picked for administration of questionnaires -- i.e., study halls, social studies, P. E., etc.).
4. Make it clear that the school will be assigned a code number and will never be identified except by that code. Each school will know only its own code number.
5. In negotiating with the schools you can tell them they will receive the results sometime next year. These results could be helpful to their guidance office.
6. If possible, be there during the actual administration of the questionnaires -- to answer questions and explain the purpose.

Tell Students:

1. the purpose for taking the questionnaire (the purpose is explained

on the first page of the questionnaire). Encourage them to try to answer all the questions before going on.

2. that they do NOT need to put their names on the questionnaires. All the information they give will be kept confidential.
3. that there are no right or wrong answers. We want to know what they do or don't know. It is a survey, NOT a test.
4. it will take between thirty minutes and one hour of their time.
5. to try to finish the questionnaires before the period is over. Should any not complete it in time, ask them to finish it before the end of the day and leave it either in the counselor's office or the principal's -- check with the office to be sure it is all right. Either have the office mail the copies to you or pick them up as soon as possible.

ITEM BY ITEM COMPARISONS BETWEEN 1976 NEEDS ASSESSMENT AND 1977 PROFILE OF OCCUPATIONAL INTERESTS (POI), QUESTIONNAIRES

Questions from 1978	Questions from 1977
6a,b	wording changed
7a,b,c	wording changed
8a,b	same
9	9a
10	similar to 11
11	reworded, similar to 11
12	13a
13	15b
14	17 (only 3 categories)
15a	18a
b	b
16a	19
b	20
17a	22a
18b	22b
19	reworded, similar to 23
20	24
21	26
22	27
23	reworded, categories - 29
24a	reworded, 30
b	new
25	32
26	reworded, 34, 35
27	reworded, 36
28	reworded, 37-43
29	reworded, 37-43
30a,b	44a,b
31	45, categories
32a	47a
b	b, categories
33	49
34a	50a
b	b, categories
35	c, categories
36a,b	51a,b
37a,b	54a,b
38	56
39	57, categories
40	58
41	60
42	62
43	63
44a-c	64a-c
45d	64d
46-60	new

APPENDIX R

ATTITUDES TOWARD WOMEN

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (AS) Agree strongly, (AM) Agree mildly, (DM) Disagree mildly, or (DS) Disagree strongly. Please indicate your opinion by marking in the left column the answer which corresponds to the alternative which best describes your personal attitude. Please respond to every item.

(AS) Agree strongly (AM) Agree mildly (DM) Disagree mildly (DS) Disagree strongly

Response

___ 1. Women have an obligation to be faithful to their husbands.

___ 2. Swearing and obscenity is more repulsive in the speech of a woman than a man.

___ 3. The satisfaction of her husband's sexual desires is a fundamental obligation of every wife.

___ 4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.

___ 5. Under ordinary circumstances, men should be expected to pay all the expenses while they're out on a date.

___ 6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

___ 7. It is all right for wives to have an occasional, casual, extramarital affair.

___ 8. Special attentions like standing up for a woman who comes into a room or giving her a seat on a crowded bus are outmoded and should be discontinued.

___ 9. Vocational and professional schools should admit the best qualified students, independent of sex.

___ 10. Both husband and wife should be allowed the same grounds for divorce.

___ 11. Telling dirty jokes should be mostly a masculine prerogative.

___ 12. Husbands and wives should be equal partners in planning the family budget.

___ 13. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.

(AS) Agree strongly (AM) Agree mildly (DM) Disagree mildly (DS) Disagree strongly

Responses

___ 14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.

___ 15. Intoxication among women is worse than intoxication among men.

___ 16. The initiative in dating should come from the man.

___ 17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

___ 18. It is insulting to women to have the "obey" clause remain in the marriage service.

___ 19. There should be a strict merit system in job appointment and promotion without regard to sex.

___ 20. A woman should be as free as a man to propose marriage.

___ 21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

___ 22. Women should worry less about their rights and more about becoming good wives and mothers.

___ 23. Women earning as much as their dates should bear equally the expense when they go out together.

___ 24. Women should assume their rightful place in business and all the professions along with men.

___ 25. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

___ 26. Sons in a family should be given more encouragement to go to college than daughters.

___ 27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

___ 28. It is childish for a woman to assert herself by retaining her maiden name after marriage.

___ 29. Society should regard the services rendered by the women workers as valuable as those of men.

(AS) Agree strongly (AM) Agree mildly (DM) Disagree mildly (DS) Disagree strongly

Responses

___ 30. It is only fair that male workers should receive more pay than women even for identical work.

___ 31. In general, the father should have greater authority than the mother in the bringing up of children.

___ 32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.

___ 33. Women should demand money for household and personal expenses as a right rather than a gift.

___ 34. The husband should not be favored by law over the wife in the disposal of family property or income.

___ 35. Wifely submission is an outworn virtue.

___ 36. There are some professions and types of businesses that are more suitable for men than women.

___ 37. Women should be concerned with their duties of childrearing and housetending, rather than with desires for professional and business careers.

___ 38. The intellectual leadership of a community should be largely in the hands of men.

___ 39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.

___ 40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.

___ 41. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.

___ 42. Women should take the passive role in courtship.

___ 43. On the average, women should be regarded as less capable of contribution to economic production than are men.

___ 44. The intellectual equality of woman with man is perfectly obvious.

___ 45. Women should have full control of their persons and give or withhold sex intimacy as they choose.

(AS) Agree strongly (AM) Agree mildly (DM) Disagree mildly (DS) Disagree strongly

Responses

___ 46. The husband has in general no obligation to inform his wife of his financial plans.

___ 47. There are many jobs in which men should be given preference over women in being hired or promoted.

___ 48. Women with children should not work outside the home if they don't have to financially.

___ 49. Women should be given equal opportunity with men for apprenticeship in the various trades.

___ 50. The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.

___ 51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.

___ 52. If both husband and wife agree that sexual fidelity isn't important, there's no reason why both shouldn't have extramarital affairs if they want to.

___ 53. The husband should be regarded as the legal representative of the family group in all matters of law.

___ 54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

___ 55. Most women need and want the kind of protection and support that men have traditionally given them.

A SURVEY ON PLANNING YOUR FUTURE

-1=no response

In the next 2 or 3 months, we will be teaching a new curriculum designed particularly to help young women to become aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives - and ways that these might effectively be faced. Please try to answer all questions to the best of your ability. This questionnaire is not a test. We need to have some ideas about your knowledge and opinion in these areas, which is why we are asking you to take this questionnaire today. We thank you for your help.

Range of Codes

1. Your name: ______________________________ *1-250*

2. Name of high school you attend: ______________________ *1-11*

3. What grade are you in? (circle one): 9*(1)* 10*(2)* 11*(3)* 12*(4)* *1-4,-1*

4. Age (circle one): 13*(1)* 14*(2)* 15*(3)* 16*(4)* 17*(5)* 18*(6)* 19*(7)* 20*(8)* *1-8,-1*

5. Sex: female *(1)* male *(2)* *1-2,-1*

6. When you leave high school, which of the following do you plan to do? (check ONE): *1-5,-1*

   a. *(5)* Enroll in a four year, liberal arts college (like Plymouth State, UVM, UNH, Castleton State, etc.)

   b. *(4)* Enroll in a two year community college.

   c. *(3)* Take vocational or job training courses at a Vocational-Technical school, school of nursing, beautician school, stewardess training, etc.

   d. *(2)* Start work right away.

   e. *(1)* Other (please specify): ______________________

t II

lls

7. The most important decision I will have to make before I am 40 is whether or not to: (In the blank spaces to the left of each statement, fill in the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, according to which is most important (1) to least important (9). Please rank them all, except those pertaining only to the opposite sex. *1-9,-1*

   a. *(1)* have a career
   rls only) b. *(2)* be a fulltime mother
   c. *(3)* decide where I will live
   d. *(4)* get married
   e. *(5)* have children
   f. *(6)* decide how many children to have
   g. *(7)* go back to school for further education
   h. *(8)* decide how much money I will be earning
   i. *(9)* change jobs
   oys only) j. *(10)* allow my wife to work

(girls
only) 8. The life role I think I will most enjoy is: (check ONE, in the space provided at the left)

it I
ing
man

1-7,-1

a. *(1)* a working single woman
b. *(2)* a married full time homemaker with no children
c. *(3)* a mother with an outside full time job
d. *(4)* a mother with an outside part-time job
e. *(5)* a married volunteer worker
f. *(6)* a single volunteer worker
g. *(7)* a working married woman with no children

9. If you get a job, how confident are you that it will be one that you will like? (check ONE):

1-4,-1

a. *(4)* I am certain I will like my job
b. *(3)* I am moderately certain I will like my job
c. *(2)* I am not so sure I will like my job
d. *(1)* I am very unsure that I will like my job

10. How much do you look forward to working? (check ONE)

1-4,-1

a. *(4)* extremely eager to work
b. *(3)* quite willing to work
c. *(2)* willing, but not eager
d. *(1)* don't want to work

11. Would you take a job you really liked even if it meant earning a lot less money than you could get at a job you didn't like as much? (for example: $2.80 per hour vs. $4.00 per hour). (check ONE)

1-2,-1

a. *(2)* yes
b. *(1)* no

12. List five personal long term goals, arranging them in order of importance to you.

it II

1-8,-1

range of Code:
1. life partner
2. employment
3. where to live
4. family
5. use of free time
6. additional schooling

Scored:
# of choices

13. For each of the long term goals you listed above, please list 1 short term goal which will help you attain it.

1-8,-1

(coded and scored same as quiz)

14. If you were to live alone, what expense items do you see that would be part of your budget?

range of code: 1. *food* — *scored:* *# of choices* *1-9,-1*

- 2. *Utilities (gas, electricity, phone)*
- 3. *car*
- 4. *recreation*
- 5. *clothing*

15. Estimate the cost you think it would be per month if you were to live alone. *1-5,-1*

16. Check the degree to which the phrases given below best describes you as you would like to be after you have left high school. (check ONE column for each phrase)

	very much the way I want to be	pretty much the way I want to be	not very much the way I want to be	not at all the way I want to be	
a. works part-time	*1*	*2*	*3*	*4*	*1-4,-1*
b. lets men make decisions for me	*4*	*3*	*2*	*1*	*1-4.-1*
c. enjoy TV more than reading	*4*	*3*	*2*	*1*	*1-4,-1*
d. content with my life as it is	*1*	*2*	*3*	*4*	*1-4,-1*
e. involved in community activities	*1*	*2*	*3*	*4*	*1-4,-1*

17. For the following statements, indicate how you feel about each one by writing AS (agree strongly), AM (agree mildly), DM (disagree mildly), or DS (disagree strongly) in the space provided on the left. *total of a-l = 00-36*

a. *AS-4* Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

b. *AS-4* Vocational and professional schools should admit the best qualified students, independent of sex.

c. *DS-4* The intellectual leadership of a community should be largely in the hands of men.

d. *DS-4* Women should be concerned with their duties of childrearing and housetending, rather than the desires for professional and business careers.

e. *AS-4* Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

f. *AS-4* Husbands and wives should be equal partners in planning the family budget.

g. *DS-4* The husband should be regarded as the legal representative of the family group in all matters of law.

h. *AS-4* Women should be given equal opportunity with men for apprenticeship in the various trades.

AS = agree strongly AM = agree mildly DM = disagree mildly DS = disagree strongly

i. ____ It is ridiculous for a woman to run a locomotive and for a man to darn socks.

total of j-n = 00-16

j. ____ Good luck is more important than hard work for success.

k. ____ I am able to do things as well as most other people.

l. ____ Every time I try to get ahead, something or somebody stops me.

m. ____ Planning only makes a person unhappy since plans hardly ever work out anyway.

n. ____ People who accept their condition in life are happier than those who try to change things. ← *eliminated from study*

18. Which of the following best describes your attitude about a mother's working when she has children from the ages of 2-5 years old? (check ONE)

0-2,-1

a. *(0)* she should never do it
b. *(1)* she should do it only if the money is needed
c. *(2)* she should do it if she wants to and can find adequate care for her children
d. *(1)* it is probably better for her and her children if she develops a life of her own through work

19. What are the two most important qualities you have to offer an employer? (check TWO from the following list)

a. *(0)* pleasant appearance and personality (neat, clean, nice, friendly, etc.) *0-1*
b. *(1)* good worker (honest, works hard, dependable) *0-1*
c. *(1)* recommendations from former employers (what someone says about your work) *0-1*
d. *(2)* skills and abilities (knowledge of a job, qualifications) *0-1*
e. *(3)* managerial abilities (decision maker, leader, respected by others) *0-1*
f. *(0)* age, maturity *0-1*

20. Currently, how often do you think about your plans for after high school? (check ONE)

1-4,-1

a. *(4)* often
b. *(3)* occasionally
c. *(2)* seldom
d. *(1)* never

21. Imagine that you are in your late 30's, and your children (if you had any) are in school. What do you feel are the chances that you might then make a major career change (change jobs, get a job, go to school, etc.) (check ONE)

a. *(3)* very likely
b. *(3)* possible
c. *(2)* possible, but not probable
d. *(1)* very unlikely

22. What follows is a list of important life events that might or might not happen to you. Please indicate how much control you think you will have over whether or not they happen in your life (i.e., will you decide or will it be decided for you). (check the appropriate column for each statement.)

	4 full control	*3* some control	*2* very little control	*1* no control	
a. whether I take additional schooling					*1-4,-1*
b. whether I will take a job					*1-4,-1*
c. whether I get the kind of job I like					*1-4,-1*
d. whether I get married					*1-4,-1*
e. whether I am independent					*1-4,-1*
f. how much money I will earn					*1-4,-1*
g. whether I accomplish something of value					*1-4,-1*
h. where I will live					*1-4,-1*
i. whether to have children					*1-4,-1*
j. how many children I will have					*1-4,-1*
k. whether to change jobs					*1-4,-1*

23. What do you see as the chances of a person like yourself getting divorced (assuming they got married)? (check ONE) *1-3,-1*

a. *(1)* 100%
b. *(2)* 75%
c. *(3)* 50%
d. *(2)* 25%
e. *(1)* 0%

24. In thinking about having children, which of the following best describes your feelings? (check ONE)

1-5,-1

a. *(1)* I (we) intend to have a child as soon as I can
b. *(2)* I intend to have children right away, unless it is a real financial burden
c. *(3)* I want children, but will put off having them until I am sure we have enough money to provide good care for them.
d. *(4)* My career is at least as important to me as having children, and I will want to get established in my career before becoming a parent
e. *(5)* I don't plan to have any children.

girls only) 25. To what extent do you see each of the following as a possible problem in combining marriage and an outside job? (check ONE of the three columns for each line)

	1 Don't see it as a problem	*2* See it as a mild problem	*3* See it as a serious problem	
a. not having enough time with children				*1-3,-1*
b. not having enough time with husband				*1-3,-1*
c. not having enough time for housework				*1-3,-1*
d. husband wanting to be sole breadwinner				*1-3,-1*

26. If you had a job and were married, to what extent would you expect your husband to help with household responsibilities (i.e., childrearing, cooking, cleaning, etc.)? (check ONE) *1-5,-1*

a. *(5)* I would expect him to do an equal share of the household work.
b. *(4)* He should help, but not necessarily equally.
c. *(3)* I would encourage it, but it would be up to him.
d. *(2)* I would ask very rarely, only when necessary (like when I'm sick, etc.).
e. *(1)* not at all - it's a woman's job.

26. If you were married and your wife had a job, to what extent would you expect to help her with the household responsibilities (i.e., childrearing, cooking, cleaning, etc.)? (check ONE) *1,3-5,-1*

a. *(5)* I would expect to do an equal share of the household work.
b. *(4)* I would help, but not necessarily equally.
c. *(3)* I would help out on rare occasions only (like when my wife was sick, etc.).
d. *(1)* not at all - it's a woman's job.

27. How did or do you feel about the prospect of interviewing for a job? (check ONE) *1-5,-1*

a. *(5)* very confident
b. *(4)* moderately confident
c. *(3)* moderately unconfident
d. *(2)* very unconfident
e. *(1)* like jelly

28. On the following page is a list of jobs, please indicate in the appropriate columns the following: (please CIRCLE the appropriate number in each column)

COLUMN A: Which of the following jobs do you think are not appropriate for women once they have finished high school?

COLUMN B: Which of the following jobs can you see yourself doing once you have finished high school?

Please CIRCLE the appropriate number in each Column

scored:
take total and subtract # respondents checked

A. not suitable for woman		B. can see yourself doing
1	construction worker	1
2	airline stewardess	2
3	social worker	3
4	secretary	4
5	elementary school teacher	5
6	beautician	6
7	model	7
8	companion (for elderly)	8
9	clerk	9
10	veterinarian	10
11	physical education teacher	11
12	short order cook	12
13	rehabilitation counselor	13
14	registered nurse	14
15	dental assistant	15
16	artist	16
17	news reporter	17
18	telephone operator	18
19	physical therapist	19
20	office worker	20
21	baby sitter	21
22	licensed practical nurse	22
23	chambermaid	23
24	cashier	24
25	mechanic	25
26	home economics teacher	26
27	factory worker	27
28	gas station attendant	28
29	plumber	29
30	librarian	30
31	recreation director	31
32	bank teller	32
33	dietician	33
34	nurse's aide	34
35	security guard	35
36	cab driver	36
37	day care center worker	37
38	police	38
39	bookkeeper	39
40	custodian	40
41	cocktail server	41
42	lawyer	42
43	gardener	43
44	radio announcer	44
45	forest service	45
46	house tender	46
47	postal worker	47
48	accountant	48
49	musician	49
50	English teacher	50
51	occupational therapist	51
52	farmer	52
53	truck driver	53
54	chef	54
55	receptionist	55
56	dress maker	56
57	homemaker	57

scored:
total # of checks

29. In planning a family, what do you think are the most important considerations?

scored: *# of choices given* *1-9,-1*

range of code:

1. size of living accommodations
2. expense of having and caring for child
3. loss of mother's income
4. increased responsibility
5. loss of freedom
6. possible strain on marriage
7. willingness of spouse to help
8. ability to take care of children

30. Assume that you are out of school, have a job, and are not married. You have 5 hours of free time each evening. Assign each of the activities listed below a certain amount of time in minutes or hours. If there is an activity you would not do, write a 0. Be sure that the total time adds up to 5 hours. *00-10,-1*

HOURS ACTIVITY

a. _____TV
b. _____being with friends
c. _____reading
d. _____individual activities (e.g. hobbies, horseback riding)
e. _____group activities (e.g. folk dancing, sports, parties)
f. _____community work (e.g. volunteer work)

_____TOTAL (should total 5 hours)

# of hours	
0	*00*
1/2	*01*
1	*02*
1 1/2	*03*
2	*04*
2 1/2	*05*
3	*06*
3 1/2	*07*
4	*08*
4 1/2	*09*
5	*10*
no response	*-1*

A Survey
on
Being A Woman

APPENDIX T

In the next 2 or 3 months, we will be teaching a new curriculum designed particularly to help young women to become aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives. We can't find out how much this curriculum can teach you unless we know how much you know or don't know now, before we start. Please try to answer all quesions to the best of your ability. We do not expect you to know the answers to all the questions on this survey, but please try hard to complete all questions. Don't be upset if you cannot complete some of them.

1. Your name: ______________________________

2. Name of high school you attend: ______________________

3. What grade are you in: (circle one) 9 10 11 12

4. Age (circle one): 13 14 15 16 17 18 19 20

5. Sex: female _____ male _____

(girls only) 6. The life role I think I will most enjoy is: (check ONE in the space provided at the left)

- a. _____ a working single woman
- b. _____ a married full time homemaker with no children
- c. _____ a mother with an outside full time job
- d. _____ a mother with an outside part-time job
- e. _____ a married volunteer worker
- f. _____ a single volunteer worker
- g. _____ a working married woman with not children

7. Check the degree to which the phrases given below best describe you as you would like to be after you have left high school. (check ONE column for each phrase)

	very much the way I want to be	pretty much the way I want to be	not very much the way I want to be	not at all the way I want to be
a. doesn't read except for newspapers & magazines				
b. is happy				
irls nly) c. would obey my husband's wishes				
d. feels leisure activities important				
e. works full time				

8. What do you see as the chances of a person like yourself getting divorced (assuming they got married)? (check ONE)

- a. _____ 100%
- b. _____ 75%
- c. _____ 50%
- d. _____ 25%
- e. 0%

irls nly) 9. If you had a job and were married, to what extent would you expect your husband to help with household responsibilities (i.e. childrearing, cooking, cleaning, etc.)? (check ONE)

a. ______ I would expect him to do an equal share of the household work.
b. ______ He should help, but not necessarily equally.
c. ______ I would encourage it, but it would be up to him.
d. ______ I would ask very rarely, only when necessary (like when I'm sick, etc.).
e. ______ not at all - it's a woman's job.

oys nly) 9. If you were married and your wife had a job, to what extent would you expect to help her with the household responsibilities (i.e. childrearing, cooking, cleaning, etc.)? (check ONE)

a. ______ I would expect to do an equal share of the household work.
b. ______ I would help, but not necessarily equally.
c. ______ I would help out on rare occasions only (like when my wife was sick, etc.).
d. ______ not at all - it's a woman's job.

10. List the advantages and disadvantages of being a woman in this area.

ADVANTAGES:

DISADVANTAGES:

11. State as many difficulties as you can that result from the stereotyping of male and female behaviors.

12. What do you see as the chances of a person like yourself becoming a single head of household?

a. ______ 100%
b. ______ 75%
c. ______ 50%
d. ______ 25%
e. ______ 0%

13. For the following statements, indicate how you feel about each one by writing AS (agree strongly), AM (agree mildly), DM (disagree mildly), or DS (disagree strongly) in the space provided on the left.

    a. _____ Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.
    b. _____ Sons in a family should be given more encouragement to go to college than daughters.
    c. _____ The intellectual equality of woman with man is perfectly obvious.
    d. _____ The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.
    e. _____ The husband should not be favored by law over the wife in the disposal of family property or income.
    f. _____ There should be a strict merit system in job appointment and promotion without regard to sex.
    g. _____ There are some professions and types of businesses that are more suitable for men than women.

14. Assume that you are married, living in your own home. List as many duties involved in running the household as you can. Include duties done each day, duties done at some point every week, and occasional duties that might be done only once or twice during a month. Check the appropriate column indicating whether it is a daily, weekly, or monthly task, and finally, check who should be chiefly responsible for doing the task.

    For example, you might list food shopping as we did below and consider it a daily task which is the wife's responsibility.

				RESPONSIBILITY			
LIST DUTIES BELOW	daily	weekly	monthly	wife	husband	either or both	kids
e.g. food shopping	✓			✓			

A Survey
on
Life Skills

In the next 2 or 3 months, we will be teaching a new curriculum designed particularly to help young women to become aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives. We can't find out how much this curriculum can teach you unless we know how much you know or don't know now, before we start. Please try to answer all questions to the best of your ability. We do not expect you to know the answers to all the questions on this survey, but please try hard to complete all questions. Don't be upset if you cannot complete some of them.

1. Your name: ____________________

2. Name of high school you attend: ____________________

3. What grade are you in: (circle one) 9 10 11 12

4. Age: (circle one) 13 14 15 16 17 18 19 20

5. Sex: female______ male ___________

6. Please indicate the degree of importance which best describes your feelings about the statements given below (check ONE column for each phrase)

	Very Important	Important	Unimportant
a. Whom I will marry			
b. Whether I will have children			
c. Whether I will buy a car			
d. Whether I will travel			
e. Whether I will get additional schooling			
f. Whether I will work			
g. Where I will live			
h. Whether I will go to the movies			
i. Whether I will smoke			
j. Whether I will get drunk			

7. Barbara decided to quit school after getting very poor grades for the third semester in a row. List some of the factors that you think may have influenced her decision.

8. Joyce wants to be a teacher but she never finished high school. She is a divorcee with 2 children.

   a. List at least 3 factors which will stand in the way of her goal.

   b. List 3 things Joyce needs to overcome these blocks to her goal.

   c. List 3 resources that could help her to get what she needs.

9. The major way to tell whether a decision is good or not is how it turns out. (check ONE)

   _____ a. True
   _____ b. False

10. Briefly describe your personality in the space provided below.

11. John has asked Martha to marry him and live with him on the army base where he is stationed. Martha loves John, but the base is 1000 miles away from her home town. Martha is very close to her mother who has been quite ill. In this situation, what is the basic choice Martha has to make?

    What is one of the other, not quite so basic, choices?

12. Assume you had 10 hours on the weekend to organize, how would you divide it among any or all of the items listed below. The total amount of time you allow for all the activities must equal 10 hours.

_______ a. relaxing with friends

_______ b. reading

_______ c. watching TV

_______ d. doing chores at home

_______ e. working at a job

_______ f. dressing

_______ g. writing letters

_______ h. talking on the phone

_______ i. doing homework

_______ j. participating in a sport

_______ k. going to movie

_______ l. time with family

_______ TOTAL HOURS (should total 10 hours)

13. List 5 things you feel are important for you to do tomorrow.

14. Janet is planning on getting married before graduating from high school. List 3 certain costs and 3 certain benefits of her decision.

COSTS	BENEFITS
1.	1.
2.	2.
3.	3.

15. Time is valuable. List as many ideas that you can for making better use of it. (For example, write all appointments in one book which you always carry with you.)

16. Some decisions are good and some are bad. List the factors that go into making a good decision, i.e., what does a person making a good decision have to know and do.

APPENDIX V
MALE

A SURVEY
ON
PLANNING YOUR FUTURE

DATE: ______________

During the next few months, we will be teaching a new curriculum designed to help young women and men to become aware of the kinds of opportunities, choices, crises, and possibilities that they are likely to face in their lives - and ways that these might effectively be faced. This questionnaire is not a test. Please try to answer and complete all questions to the best of your ability before going on to the next page. We need to have some ideas about your knowledge and opinions in these areas, which is why we are asking you to take this questionnaire today.

1. Your name: ____

2. Name of high school you attend: ______________________________

3. What grade are you in? (circle ONE) 9 10 11 12

4. Age: (check ONE) 13 14 15 16 17 18 19 20

5. Sex: female _____ male _____

6. When you leave high school, which of the following do you plan to do? (check ONE)

   a. _____ Enroll in a four-year liberal arts college.

   b. _____ Enroll in a two-year community college.

   c. _____ Take vocational or job training courses at a vocational-technical school, school of nursing, police academy, beautician school, hospital technician, apprenticeship.

   d. _____ Start work right away.

   e. _____ Military service.

   f. _____ Other, please specify ______________________________

7. The life role most appropriate for women is: (check ONE)

   a. _____ A full-time working single woman without children.

   b. _____ A part-time working single woman without children.

   c. _____ A full-time working single woman with children.

   d. _____ A part-time working single woman with children.

   e. _____ A married homemaker without children.

   f. _____ A married homemaker with children.

(cont.)

g. _____ A single homemaker without children.

h. _____ A single homemaker with children.

i. _____ A part-time working married woman without children.

j. _____ A part-time working married woman with children.

k. _____ A full-time working married woman without children.

l. _____ A full-time working married woman with children.

8. If I should get married, I will prefer: (check ONE)

a. _____ To let my wife make most of the important decisions.

b. _____ To be a fully equal partner with my wife in decision making.

c. _____ To make most of the important decisions myself.

9. What percent of women in your area are single heads of household?

a. _____ 100%

b. _____ 75%

c. _____ 50%

d. _____ 25%

e. _____ 0%

10. What are the biggest problems these women face? _____________________________

____

____

11. Please state the advantages and disadvantages of being a woman in the area in which you now live.

ADVANTAGES: ____

____

____

DISADVANTAGES: ____

____

____

12. What is sex stereotyping? _____________________________________

____

13. State difficulties you feel result from the stereotyping of male and female roles and behaviors:

____

____

____

14. If you get a job, how confident are you that it will be one that you will like? (check ONE)

a. _____ I am certain I will like my job.

b. _____ I am moderately certain I will like my job.

c. _____ I am not sure I will like my job.

d. _____ I am very unsure that I will like my job.

15. If you are unable to get a job in your area because of lack of skills and experience, and had to create a job, what are the things you would need to do or consider?

____

____

____

16. Give three examples of jobs you might create in your area:

(1) ______________________________

(2) ______________________________

(3) ______________________________

17. List the costs involved in starting a small business:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

18. Fill in the following section of a job application as you would if you were really applying for a job.

(1) Name: ______________________________
last first middle initial

(2) Social Security Number: ______________________________

(3) Present Address: ______________________________
number and street city state zip code

How long there? ______________

(4) Phone no.: ______________ Date of Birth: ___ ______ Height _____

(5) EDUCATION

Name and address of last school attended: ______________________________

____

Last year completed: ______________________________

(6) Special training and skills: ______________________________

____

19. What is a resume and what is it used for? ______________________________

____

20. List responses that you think are appropriate to the following comments made to a woman while she is working on the job.

a. "You women should be at home taking care of your kids."

RESPONSE: ______________________________

b. "Women just aren't made for this job." RESPONSE: ______________

____

c. "You're just doing this job cause you want to prove something."

RESPONSE: ______________________________

21. List three local sources of information about job training or vocational education opportunities.

(1) ______________________________

(2) ______________________________

(3) ______________________________

22. Every person is unique in many ways. It is true, however, that people who live in the same area share common characteristics. Please describe the characteristics that women in your area have in common. For example: what do they like to do, or not like to do? What do they feel is important to their lives, or unimportant? How do they spend their leisure time? What role(s) do they play in their families? Do they work outside the home, and if so, at what types of jobs?

____

____

____

____

____

23. If your wife had a job, to what extent would you expect to help her with household responsibilities (i.e., child rearing, cooking, cleaning)? (check ONE)

a. _____ I would expect to help her by doing an equal share of the household work.

b. _____ I would help her, but not necessarily equally.

c. _____ I would help but only if encouraged or asked.

d. _____ I would help very rarely, only when necessary (for example, when she's sick, etc.)

e. _____ Not at all - it's woman's work.

24. The way to tell whether a decision is good or bad is how it turns out. (check ONE)

a. _____ true

b. _____ false

25. Time is valuable. List as many ideas as you can for making better use of it. (For example, write all appointments in one book which you always carry with you.)

____

____

____

____

____

26. Below is a list of some of the duties involved in running a household. For each one check whether the duty is the primary responsibility of the husband or the wife. If you feel the responsibility for the duty should be shared equally, check column 3 (shared equally between husband and wife).

LIST OF DUTIES	RESPONSIBILITY		
	1 Wife	2 Husband	3 Shared Equally Between Husband/Wife
a. food shopping			
b. cleaning the house			
c. washing the dishes			
d. taking care of the children			
e. emptying the trash/garbage			
f. cooking			
g. feeding the animals			
h. yard work			
i. gardening			
j. taking care of the car			
k. paying the bills			
l. house repairs			
m. buying the clothes			
n. making medical/dental appmt.			

For the following statements, indicate how you feel about each by checking one of the four responses that best describes your feelings.

27. Women should take increasing responsibility for leadership.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

28. Vocational and professional schools should admit the best qualified students regardless of their sex.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

29. The leadership of the community should be primarily in the hands of men.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

30. Women should be primarily concerned with taking care of their children and house, rather than working and pursuing careers.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

31. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

32. Husbands and wives should be equal partners in planning the family budget.

    a. _____ strongly agree

    b. _____ mildly agree

    c. _____ mildly disagree

    d. _____ strongly disagree

33. People should be hired and promoted strictly on the basis of how good they are at the job and not on the basis of what sex they happen to be.

    a. _____ strongly agree

    b. _____ mildly agree

    c. _____ mildly disagree

    d. _____ strongly disagree

34. Women should be given equal opportunity with men for apprenticeship in the various trades.

    a. _____ strongly agree

    b. _____ mildly agree

    c. _____ mildly disagree

    d. _____ strongly disagree

35. It is ridiculous for a woman to be a construction worker and for a man to be a secretary.

    a. _____ strongly agree

    b. _____ mildly agree

    c. _____ mildly disagree

    d. _____ strongly disagree

36. Sons in a family should be given more encouragement to go to college than daughters.

    a. _____ strongly agree

    b. _____ mildly agree

    c. _____ mildly disagree

    d. _____ strongly disagree

37. There are some professions and types of businesses that are more suitable for men than women.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

38. Planning only makes a person unhappy since plans hardly ever work out anyway.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

39. It is perfectly obvious that women are as smart as men.

a. _____ strongly agree

b. _____ mildly agree

c. _____ mildly disagree

d. _____ strongly disagree

40. Which of the following best describes your attitude about a mother's working outside the home when she has children from the ages of 2-5 years old?

a. _____ She should never do it.

b. _____ She should do it only if the money is needed.

c. _____ She should do it if she wants to and can find adequate care for her children.

d. _____ She should do it because it is probably better for her and her children if she develops a life of her own through work.

41. How often do you think about your plans for after high school? (check ONE)

a. _____ often

b. _____ occasionally

c. _____ seldom

d. _____ never

42. How did or do you feel about the prospect of interviewing for a job? (check ONE)

a. _____ very confident

b. _____ moderately confident

c. _____ somewhat confident

d. _____ not confident

e. _____ like jelly

43. List five things that you have to do tomorrow (do not include sleeping, eating, dressing or personal hygiene).

(1) ________________________________

(2) ________________________________

(3) ________________________________

(4) ________________________________

(5) ________________________________

44. List five things that you want to do tomorrow.

(1) ________________________________

(2) ________________________________

(3) ________________________________

(4) ________________________________

(5) ________________________________

45. In planning a family, what do you think are the most important considerations?

____

____

____

46. People make decisions all the time. What are the steps and things you should consider in making an important decision?

____

____

____

47. You are offered two jobs. The first one is a so-so job and pays about $4.00 per hour. The second job you really like but it pays less (about $2.80 per hour). You must choose between the two. Which one do you think you would take? (check ONE)

a. _____ So-so job, pay about $4.00 per hour.

b. _____ Really good job, pay about $2.80 per hour.

48. List five possible jobs that you could do if you had to go to work immediately.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

49. The following is a list of jobs. Please check the jobs that you think are not suitable for women.

(1) _____ accountant

(2) _____ English teacher

(3) _____ factory worker

(4) _____ hair stylist

(5) _____ social worker

(6) _____ construction worker

(7) _____ custodian

(8) _____ registered nurse

(9) _____ day care worker

(10) _____ police officer

(11) _____ forester

(12) _____ lawyer

(13) _____ gas station attendant

(14) _____ chef

(15) _____ flight attendant

(16) _____ radio announcer

(17) _____ dental assistant

(18) _____ cab driver

(19) _____ veterinarian

(20) _____ secretary

(21) _____ postal worker

50. The following is the same list of jobs. This time please check the jobs you think are not suitable for men.

(1) _____ accountant
(2) _____ English teacher
(3) _____ factory worker
(4) _____ hair stylist
(5) _____ social worker
(6) _____ construction worker
(7) _____ custodian
(8) _____ registered nurse
(9) _____ day care worker
(10) _____ police officer
(11) _____ forester
(12) _____ lawyer
(13) _____ gas station attendant
(14) _____ chef
(15) _____ flight attendant
(16) _____ radio announcer
(17) _____ dental assistant
(18) _____ cab driver
(19) _____ veterinarian
(20) _____ secretary
(21) _____ postal worker

51. The following is the same list of jobs again. This time please check the jobs you might realistically consider doing.

(1) _____ accountant
(2) _____ English teacher
(3) _____ factory worker
(4) _____ hair stylist
(5) _____ social worker
(6) _____ construction worker
(7) _____ custodian
(8) _____ registered nurse
(9) _____ day care worker
(10) _____ police officer
(11) _____ forester
(12) _____ lawyer
(13) _____ gas station attendant
(14) _____ chef
(15) _____ flight attendant
(16) _____ radio announcer
(17) _____ dental assistant
(18) _____ cab driver
(19) _____ veterinarian
(20) _____ secretary
(21) _____ postal worker

WE THANK YOU FOR YOUR HELP.

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